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ABSTRACT

This program, included in "Effective Reading Programs...", serves more than 11,200 disadvantaged students in kindergarten through grade 6. The children live in an inner-city area and come from low-income families. The program is individualized and objectives based. The basic reading skills to be learned from readiness to grade 8 are defined in behavioral objectives and arranged in order of difficulty on a continuum provided for the teacher. The teacher selects from a wide variety of materials at the school resource center those materials most appropriate for each objective and for each student's learning style. Following instruction, the student is tested on the objective and, on mastery, progresses to the next objective. An individual student profile indicates the objectives mastered to date and the objective currently being studied. Students receive tutoring assistance from neighboring junior high school students, and a parent advisory committee plays an active role in the program. Teachers and the coordinator and librarians receive 110 hours of inservice training per year covering basic reading skills, use of diagnostic instruments, instruction techniques based on students' learning modality, and classroom management systems. (WR/AIR)

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P
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A NARRATIVE DESCRIPTION OF THE
PRIME READING PROGRAM
ESEA TITLE I

ARNOLD FINCH, ED.D., SUPERINTENDENT

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FRESNO UNIFIED SCHOOL DISTRICT

2348 North Mariposa

Fresno, California 93721

January 1973

5 001 848

COMPENSATORY EDUCATION SCHOOLS
Fresno Unified School District

<u>School</u>	<u>Principal</u>	<u>Reading Resource Teacher</u>
Aynesworth	Ruben Barrios	Sandra LaCroix
Bethune	Rutherford Gaston	Jean Williams
Calwa	John Savona	Mildred Thatcher - Rich Turney
Carver	Richard Corsaro	Opal Bordona
Columbia	Richard Firpo	Karen Thurston
Emerson	Larry Garcia	Jackie Christensen
Franklin	Robert Edmond	Elizabeth Terronez
Jefferson	Ernest Melella	John Wall
Kirk	Gary Christensen	Shirley Wiley
Lane	Albert Psenner	Dorothy Sommers
Lincoln	Vurdell Newsome	Rose Smith - Mary Fosten
Lowell	Byrum Johnson	Beverly Larrea
Rowell	Joe Bullington	Barbara Myers - Adina Janzen
Teilman	Wayne Snell	Rachel Randolph
Webster	Jack Ragsdale	Ruth Horne - Albert Sanchez
Winchell	Michael Pratt	Vera Pettus - Naomi Arabian



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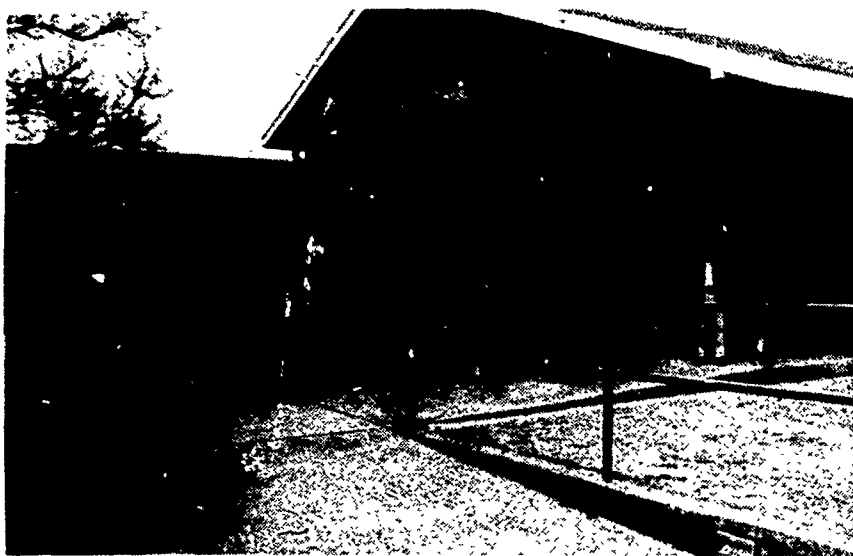
INTRODUCTION

The PRIME Reading Program is most simply described as being an attempt to find a better way to teach Compensatory children to read. There have been many attempts in our own district, as well as attempts throughout the nation, to reduce and finally to eliminate the disadvantaged child's barrier to reading success. Some of these attempts have been more successful than others. One which has had measurable success has been the Fresno Unified School Districts PRIME Reading Program. The Fresno program has been one of considerable change during the years. As could be expected, the changes came as unproductive methods were replaced by those which seemed to have more promise. The program as described in this publication is still going through change and will continue to do so.

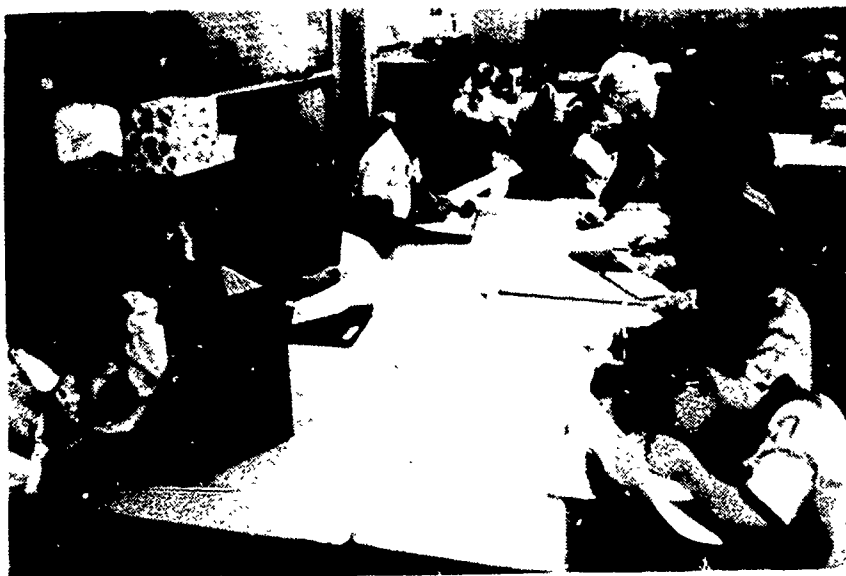
This narrative description was written to accurately describe the PRIME Reading Program to parents, district and administrative staff including teachers, aides, principals and other administrators, other districts, and to the State Department of Compensatory Education. It will include the Philosophy, Development and Implementation of the program.

Prime * * * * Reading

This pictorial summary will provide an explanation of the individualized reading program used in the Title I schools, in the Fresno Unified School District. The summary will include the Philosophy, Development, and Implementation of the program.



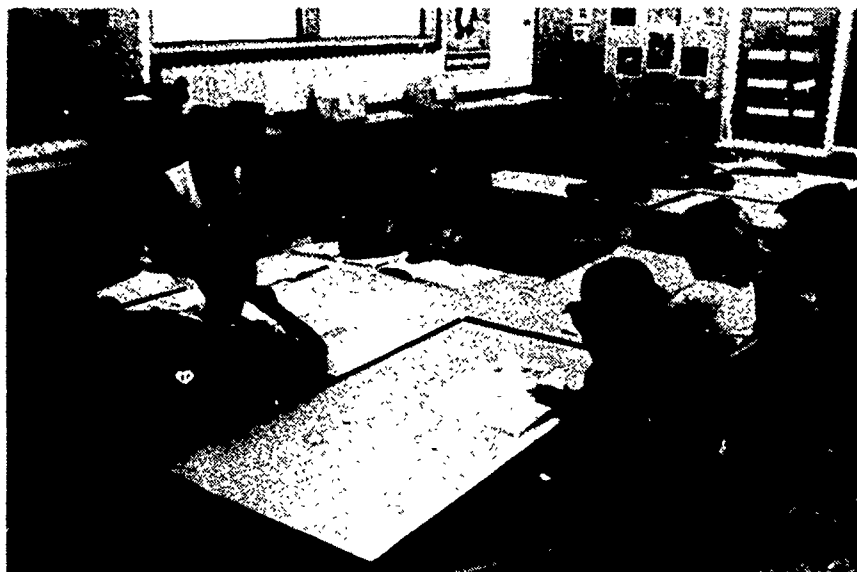
The following statement of belief served as a guide for the development and implementation of the Title I Reading Program in our district. It provided the underlying philosophy under which the instructional team performed their duties.



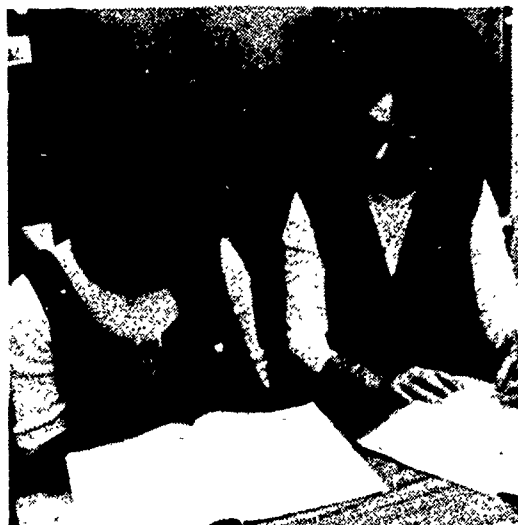
Philosophy

Every child in Fresno Unified School District can learn, therefore, it is our responsibility to teach all children. During childhood, learning is a vital, basic, essential and inevitable activity. In order to learn the child must be involved in the learning process.

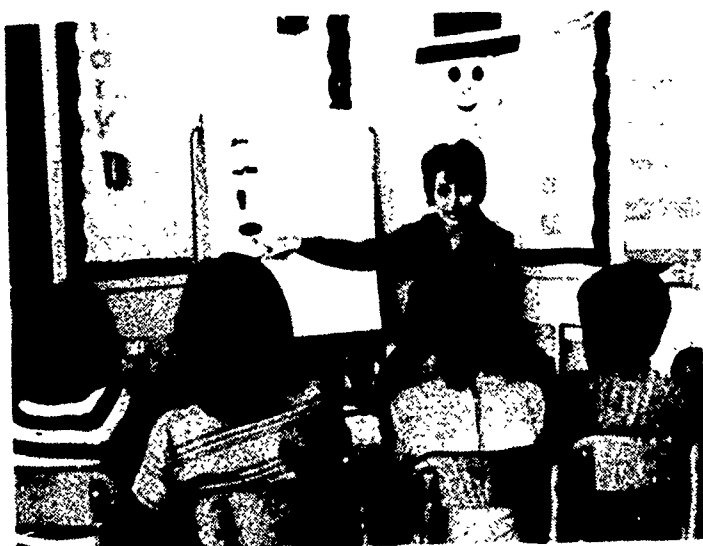
A child's behavior is his response to his environment; when environment changes the child's behavior changes.



The adults in a child's life establish the models for his behavior, so when adult behavior changes, a child's behavior changes.



Each teacher is responsible for determining the teaching-learning methods and experiences in his classroom. Therefore, evaluation of pupil progress is basically the evaluation of the effectiveness of the selected learning experiences.



SUCCESS IN LEARNING LEADS TO GREATER SUCCESS IN LEARNING

In order to achieve excellence in education, a model based on mastery and success must supplant the prevailing error-oriented emphasis which condemns a child to be a failure.



He has the fundamental right to come to school and learn at his own time, at his own pace and achieve identity as a worthwhile individual in his own eyes and the eyes of his peers.

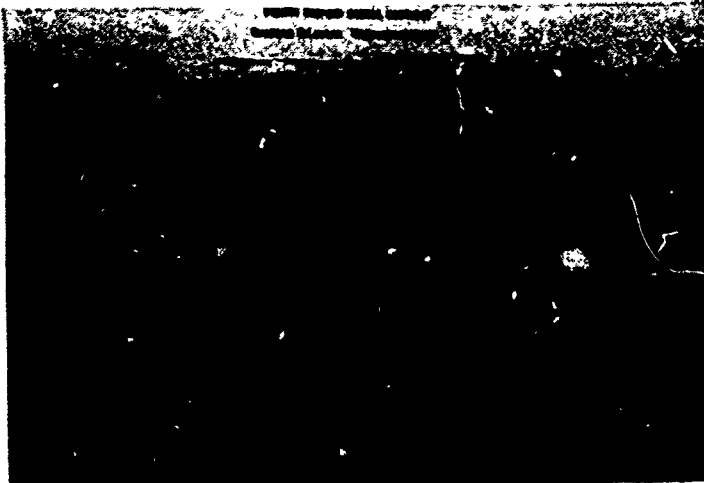
DEVELOPMENT

The Title I Reading Program took on a new dimension in the fall of 1969. It changed from a strictly remedial program to one that would focus on the needs of all students. A vehicle for accomplishing this had to be developed.

A writing team composed of classroom teachers, principals, and resource teachers developed a progression of instructional performance objectives.



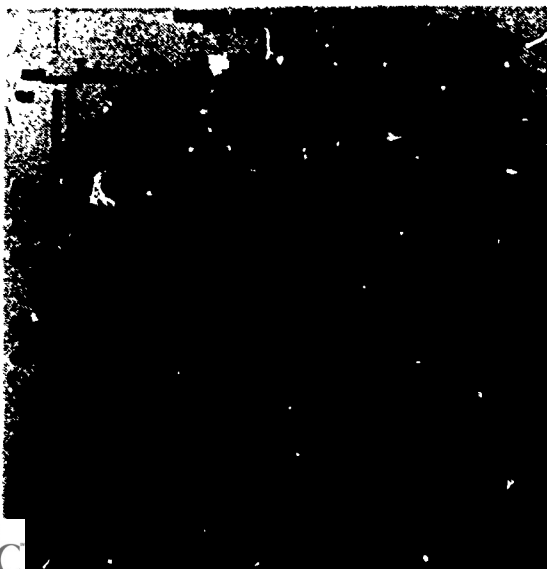
These objectives were organized into what we call our skills sequence. Each skill or objective has been stated in behavioral terms and sequenced developmentally within each unit and across each level. This sequence is based on 16 levels of difficulty.



Diagnostic tests are given to every pupil to determine skill needs and establish an instructional level based on our skills sequence.



Results of the diagnostic test are then charted on an individual profile. From this profile, the teacher can determine the instructional needs of the child.



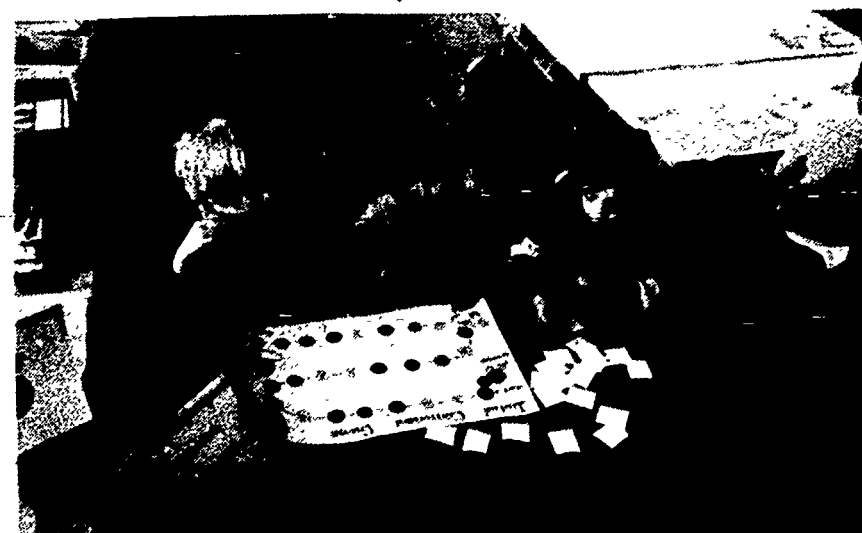
When a teacher writes a child's prescription for a specific objective, she will use her background of professional training and experience to prescribe materials and activities suitable to each student's individual learning modality.



Even though we provide materials that are listed in the skills sequence teachers have the privilege of using any technique or materials they choose; but, they must use the criterion reference test to measure the learning of each objective.



In this way the child is constantly given tasks he understands and is successful in completing. These are tasks that he sees for himself as steps to better reading.



Working at his particular level on his own skill needs, he is encouraged to move to the next level or skill as rapidly as he has attained mastery.



READING APPROACH

The Reading Approach is depicted by the chart shown.

SWRL	
Language Development	
BRL Readiness to Decode	Title I Reading Skill Sequence
Sullivan Programmed Reader Decode	
Harper-Row and other Basic Texts Trade Books (Meaning Emphasis)	

There are three types of materials used for learning readiness and language development

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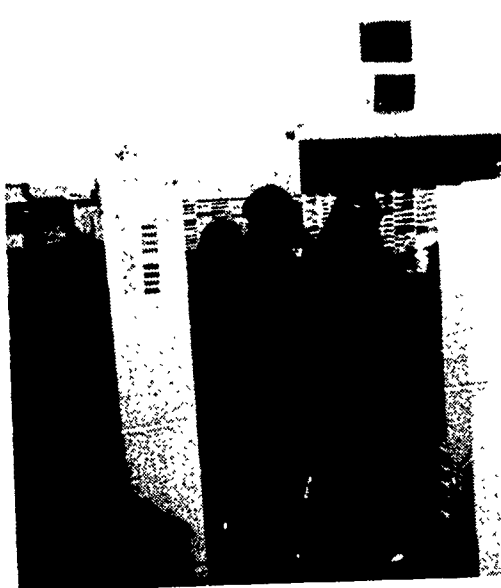


BRL Reading Readiness Program (Behavioral Research Lab.)



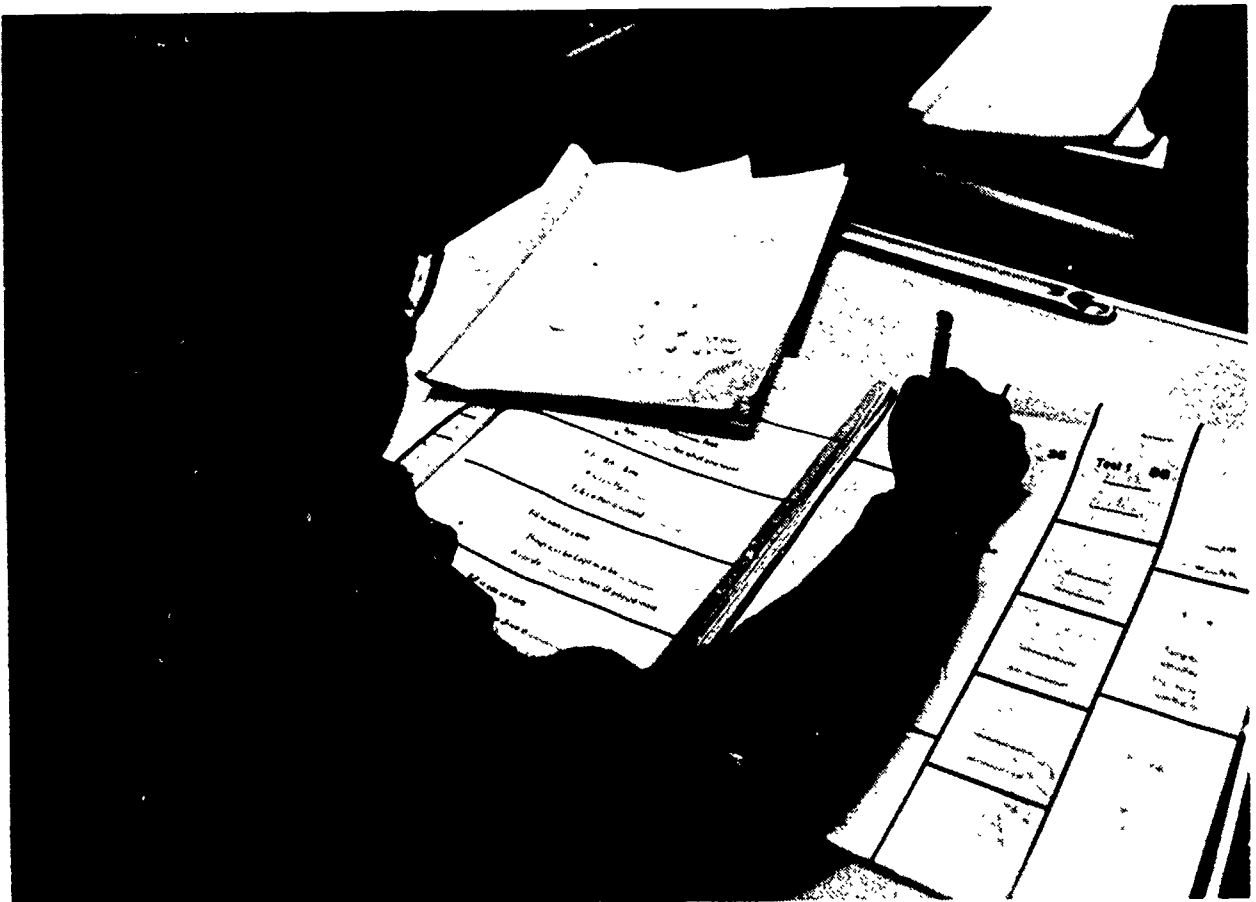
SWRL Southwest Regional Laboratory (ICP)

- C. Many listening stations were set up in the Reading Resource Lab so that a student could come there for auditory instruction. The Lab is considered an appendage to the classroom with no remedial stigma attached, as all students using programmed materials use the Lab.



Sullivan Programmed Reading is not used in its traditional design, but has been adapted to better provide for the needs of students in the following ways:

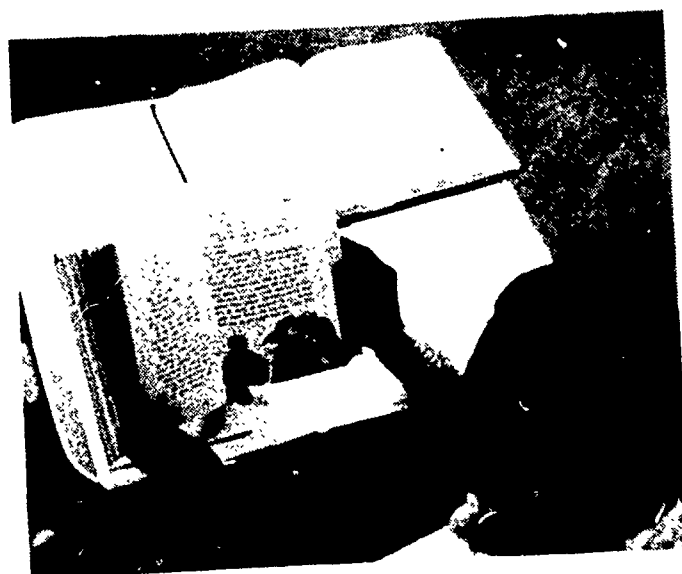
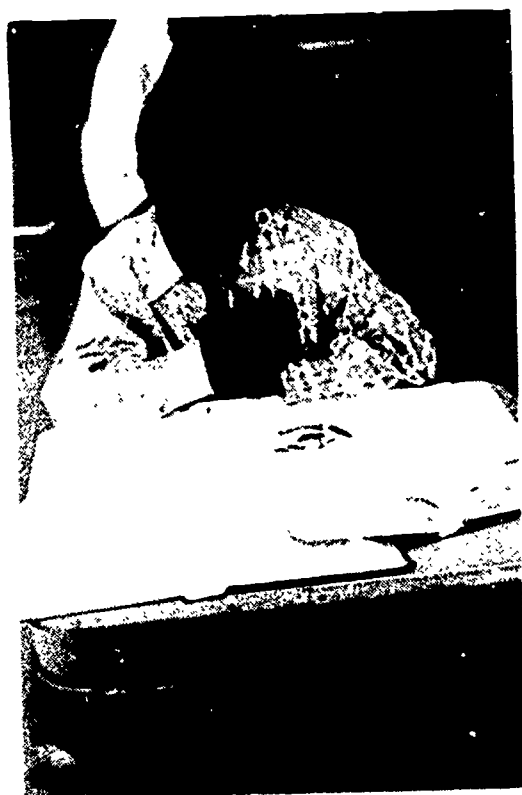
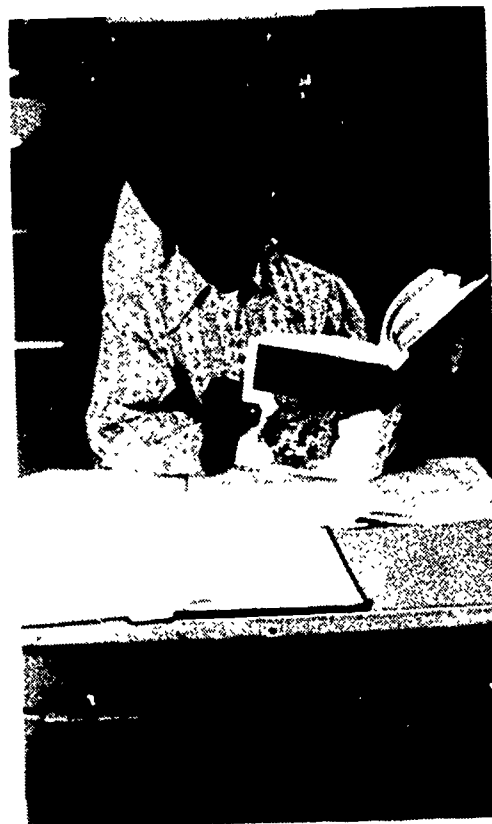
- a. Programmed Readers have many reinforcement pages included which are not needed by all students, so a prescription sheet was developed for each book which lists pages and tapes where new vocabulary and skills are introduced omitting many reinforcement pages.



- b. Programmed Reading does not provide auditory experiences which most students need, so approximately 24 tape lessons for each book present new vocabulary and skills as well as reinforcement. These tape lessons were woven into the prescription sheet to accompany the specific pages in each Programmed Reader.



The Harper-Row text program is used along with the Sequence. While the Sequence program covers all skill areas, the readers are used mainly to develop comprehension, vocabulary and fluency in oral reading.



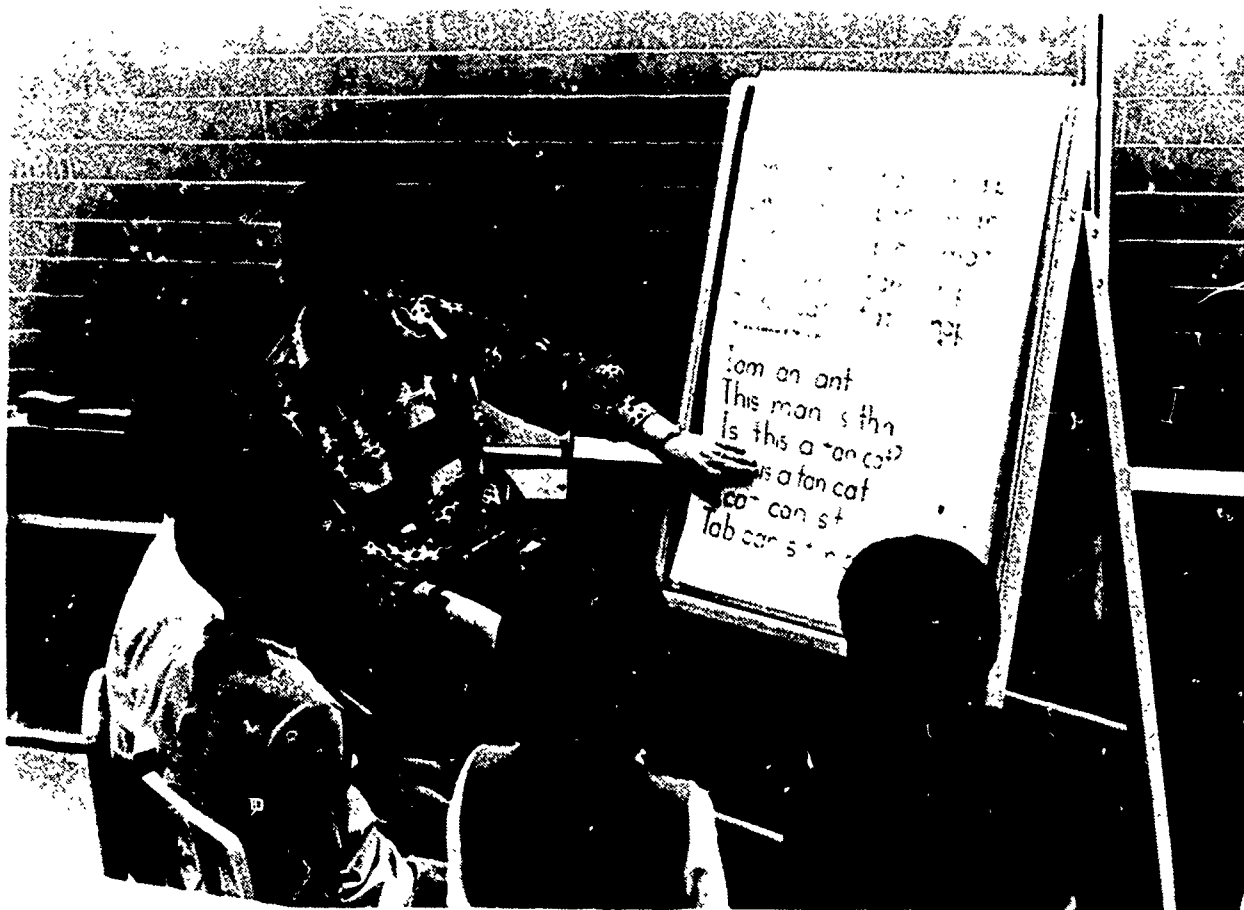
CLASSROOM ENVIRONMENT

Vital to the implementation of a highly individualized program with a multimedia approach is the classroom organization. Therefore a large portion of inservice time has been devoted to changing the teachers attitude toward classroom organization, physical room arrangment, rotation of students from station to station, and development of interesting and meaningful materials and activities to be used in the stations. The classrrom is opened up as a learning laboratory completely involving the child in his own learning process.

Every room has four or more stations giving the opportunity for each child to use the learning style best suited to him. These are brief descriptions of the stations and materials we use.



1. Every child will go every day to the Teacher Instruction Station. This instruction may include skills presentation, vocabulary, oral reading and comprehension skills. This could involve instruction on an individual basis or group instruction for children with like needs.



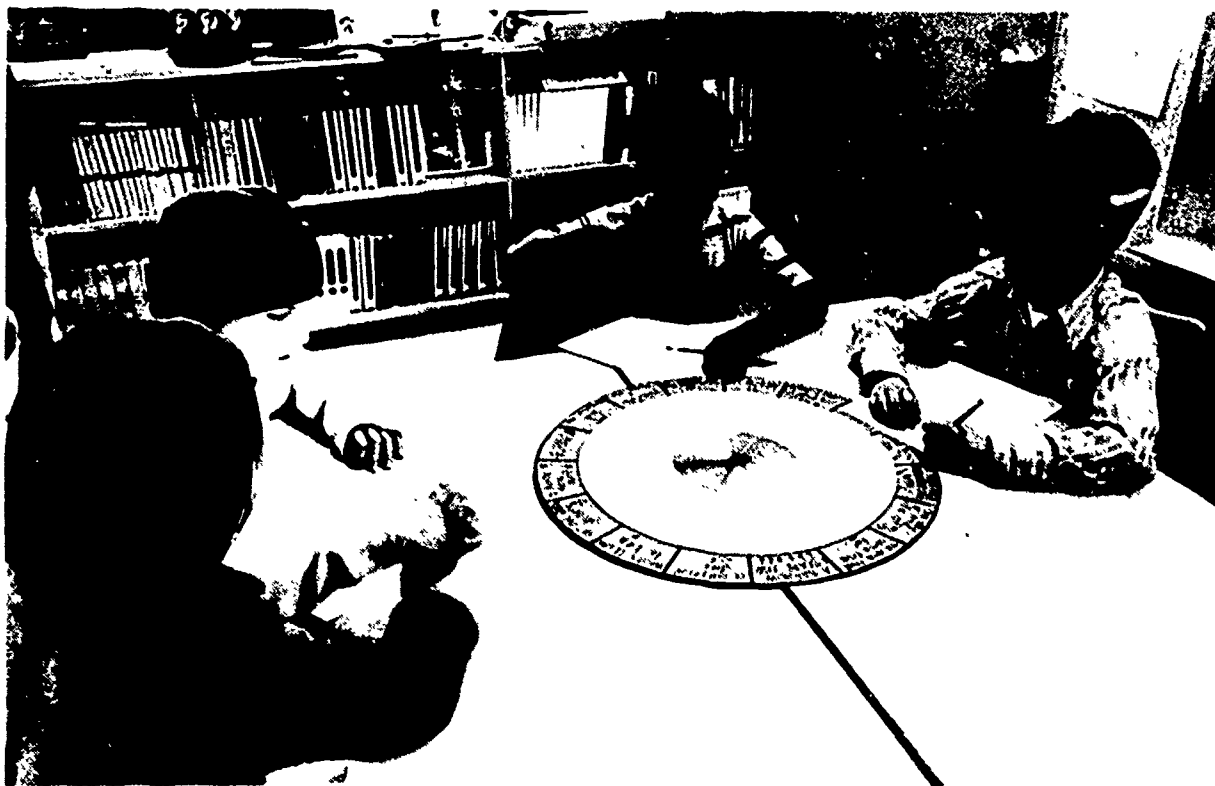
2. The Vocabulary Station is for reinforcement of vocabulary lessons presented during Skills Sequence and Reading Approach.



3. The Listening Station uses the tape recorder, tape player, or language master with materials for phonetic development (auditory), comprehension development, vocabulary presentation, literature, or stories for pleasure and appreciation, and development of reading fluency.



4. The Reading Games Station is for reinforcement of vocabulary and word recognition skills.



5. A Creative Writing Station gives opportunity for students to express themselves creatively in writing, on assigned themes or topics of their choice.

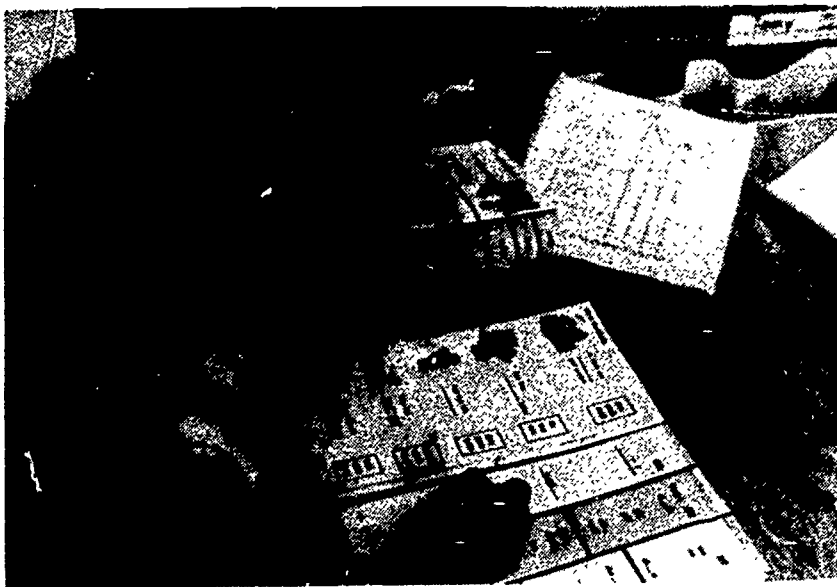
6. An Art Station is where a follow-up to reading activities may be done. Puppets, murals, and pictures are used to develop comprehension and organizational skills:



7. The Library Station provides a variety of books for self-selection in child's own interest area.



8. An Independent Reading Station where the child works independently in his assigned reading materials (Programmed Reader, Harper-Row, Trade Books) following his personalized reading contract.



INSERVICE

The key to the successful implementation of the Title I Language Reading Program has been the inservice provided for all teachers in the Title I Schools. The training is planned and conducted weekly by the Title I Coordinator and Resource Teachers. This approach gives strength and understanding to all the people involved in the program.



Resource teachers provide on-site inservice for Instructional Aides and Classroom Teachers on a regular basis. This is done through group meetings or on a one-to-one basis.

Reading Coordinator _____ with _____ Resource Teachers
(involved in curriculum planning)

Reading Coordinator _____ inservice _____ Resource Teachers

Reading Coordinator _____ inservice _____ Principal

Resource Teachers _____ plan and _____ Classroom Teachers
and Principal inservice on site

Resource Teachers _____ plan and _____ Classroom Aides
and Principal inservice on site

Resource Teacher _____ plans with _____ Classroom Teacher
Teams

Resource Teacher _____ plans with _____ Individual Classroom
Teacher

Resource Teacher _____ provided _____ Classroom
Demonstrations



CONCLUSION

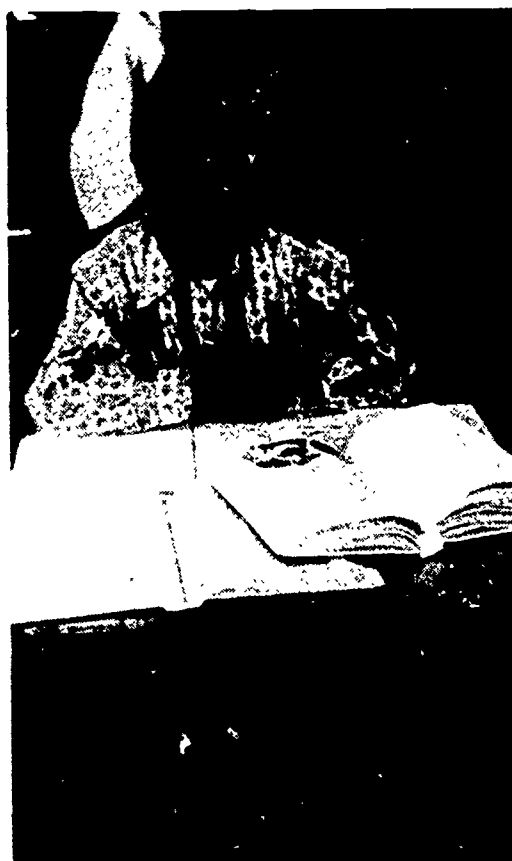
We know that any concept taught must be introduced, reviewed, and reinforced in many ways. Thru manipulative games we are able to reinforce again and again the skills that have been taught.



Through research and experience we knew that a child's reading ability may never be greater than his vocabulary; therefore, at all times we have planned experiences to build listening, speaking, and reading vocabulary.



Equally important to a child's development is the ability to work independently. We believe that each child should feel a responsibility for his own learning.



Through our Title I Reading-Language Arts Program every child has been able learn and make progress in the program regardless of his background, his previous experiences, and his home environment.

January 11, 1973
WL/nm

Developmental Sequence of Basic Reading Skills

(Working Copy)

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Robert S. Miner, Assistant Superintendent
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Board of Education
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John Toomasian

Fresno Unified School District
ESEA Title I
Fresno, California
July 1971

DEVELOPMENTAL SEQUENCE OF BASIC READING SKILLS

Behavioral Objectives
Measurement example
Instructional Materials
Supplemental Materials

Developed by-----

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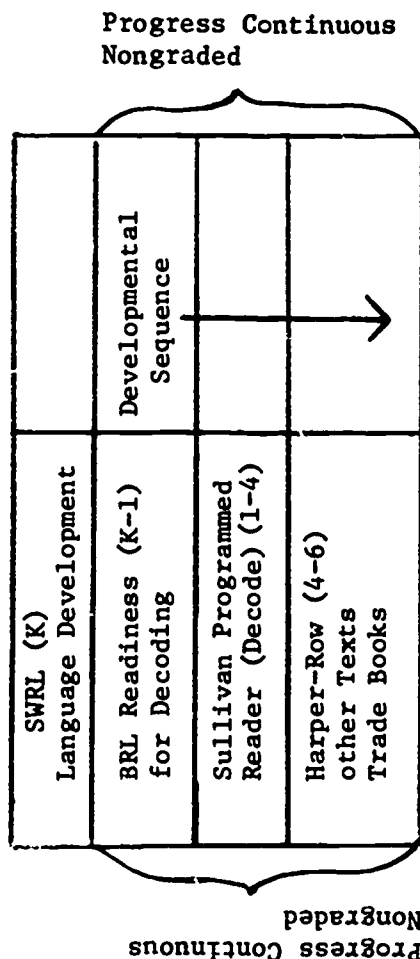
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INTRODUCTION

This Developmental Sequence of Basic Reading Skills and accompanying materials provides only one part of the total Title I Reading - Language Program. It provides the diagnostic and prescriptive strand of the program and is used along with a basic reading approach and other language materials.

The following chart depicts the sequence of reading approaches used with this skill sequence:



SWRL: (Southwestern Regional Laboratory) The ICP (Instructional Concepts Program) part of this program is used for learning readiness and language development in beginning kindergarten.

B.R.L. (Behavioral Research Laboratories) Through the readiness part of this program we develop reading readiness, the alphabet, and the sound symbol relationship for fine letters.

SULLIVAN PROGRAMMED READING: This program is not used in its traditional design, but has been adapted to better provide for the needs of students in the following ways: (1.) 361 tape lessons have been developed to provide auditory skill training. (2) Oral reading books have been developed for each unit in the readers. (3) Study guides and booklets have been developed for each unit books 9-20.

HARPER ROW text program used along with the skills sequence provides a continuous development of vocabulary along with stories to utilize this vocabulary. Although the Diagnostic and Prescriptive Strand is very individualized, an opportunity has been provided for students to read together and interact in a group setting.

Individual placement, and continuous progress are emphasized in both the skill program and the reading approaches described. Each student must be given tasks he can successfully complete regardless of his age or grade in school.

FRESNO CITY UNIFIED SCHOOL DISTRICT

ORGANIZATIONAL GRID

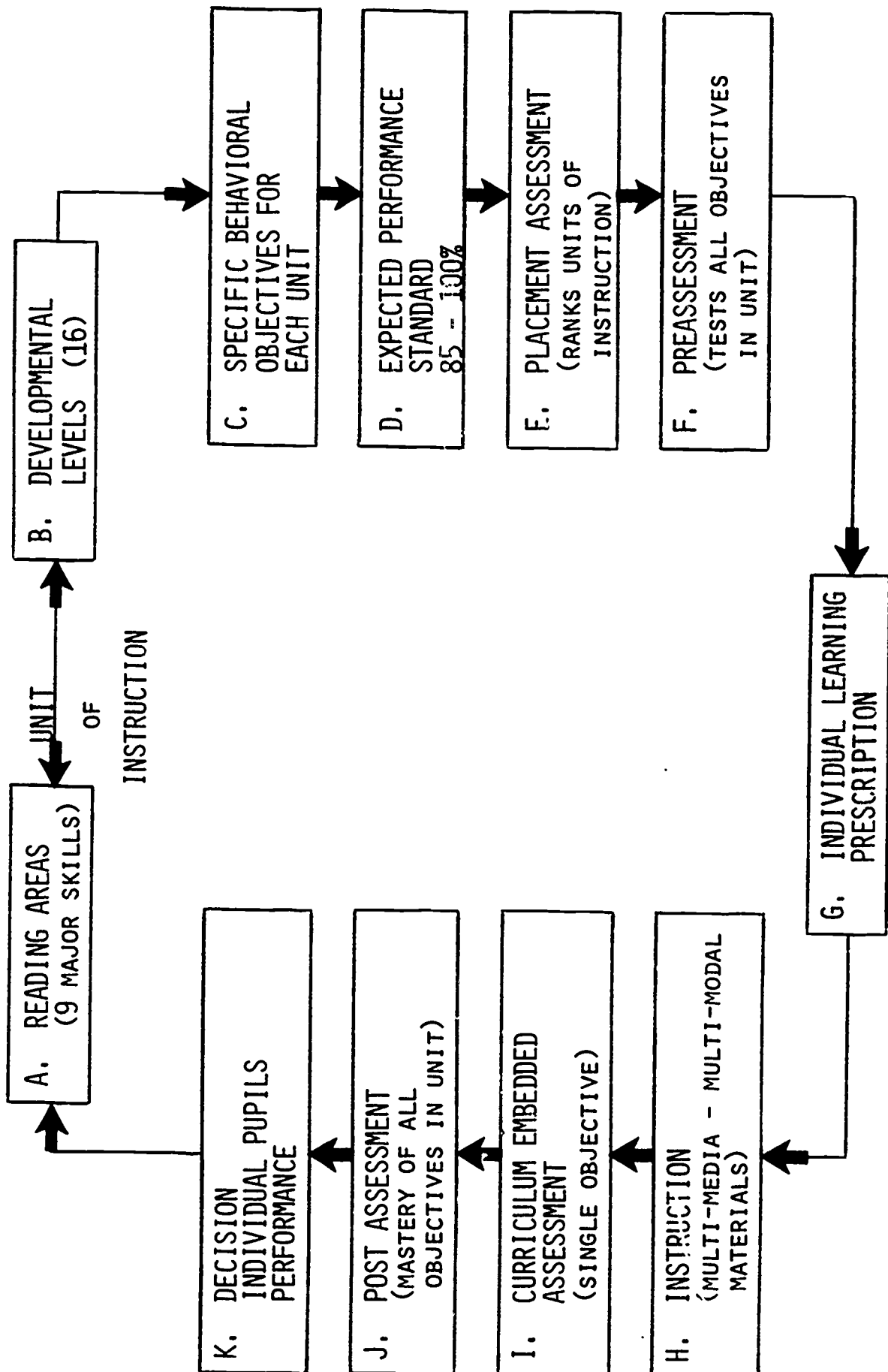
Developmental Levels

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
Reading Areas																
Visual Discrimination 01 (VD)	8	18														
Auditory Discrimination 02 (AD)	6	9														
Related to Reading 03 (RR)	6	5	4	6	2	5	2									
Vocabulary Development 04 (V)		1	3	4	4	4	4	5	2	3	2	2	4	2	4	2
Phonetic Analysis 05 (PA)			13	11	11	7	8	2	3	2						
Structural Analysis 06 (SA)				3	3	3	4	9	8	4	4	2	3	2	5	5
Factual Comprehension 07 (FC)		3	9	5	5	4	3	3	2	2	4	3	2	1	2	5
Inferential Comprehension 08 (IC)	3	5	3	2	11	5	6	3	9	7	4	8	6	7	6	5
Research Skills 09 (RS)		1	4	4	3	3	3	5	6	10	3	8	3	4	5	8

* Number of Behavioral Objectives in the unit

PROCEDURE FOR UTILIZATION

FLOW - CHART ON PROCEDURE



Description of Procedures

A Reading Areas (Major Skills Identified in order of difficulty)

1. Visual Discrimination
2. Auditory Discrimination
3. Related to Reading (Language skills)
4. Vocabulary Development
5. Phonetic Analysis
6. Structural Analysis
7. Factual Comprehension
8. Inferential Comprehension
9. Research Skills

B. Developmental Levels (16)

Each of the sub skills contained in the major skill areas have been leveled from simple to complex in this continuum. Thus enabling the teacher to identify students developmental growth in each area regardless of age or grade in school.

C. Specific Behavioral Objectives

Specific subskill objectives within each unit (any area at a given developmental level) are stated in performance terms for the student. These numbered subskill objectives are sequenced according to difficulty and prerequisite conditions within each unit.

D. Expected Performance Standard

The mastery criteria for evaluating all objectives in the continuum has been determined at 85-100%

E. Placement Assessment

A Diagnostic Inventory (D.I.) which is a comprehensive diagnostic placement test has been developed to test a sampling of skills in all areas for an entire developmental level. The results of this testing are profiled on the students individual profile. (this often requires testing up a level or down until the students instructional level 25-84% in each area is established). The units of instruction are numbered in order of presentation.

F. Preassessment

Based on results of the placement test, the student is given a pretest covering all objectives of the lowest unit needing instruction. The results of the pretesting are recorded on the students prescription form.

G. Individual Learning Prescription

Utilizing the results of the pretest, the student is prescribed specific instructional tasks beginning with the lowest numbered objective needing instruction.

H. Instructional Materials

Specific instructional materials have been coded to each behavioral objective in the sequence. These materials are multimedia, enabling the teacher to prescribe for each student according to his particular learning mode. All materials listed in the sequence are prepared and stored in a central location at each school (Reading Resource Room). The student takes his prescription to the Resource Room and fills his prescription with the assistance of the Materials Manager (aide).

I. Curriculum Embedded Assessment

Upon completion of prescribed tasks successfully, the student is prescribed a check test which measures his performance on the specific objective just completed. Provided the student meets the mastery criteria established on his check test, he is then given a new prescription on the next objective within the unit needing instruction (based on unit Preassessment).

J. Post Assessment

A post test is an instrument developed to test all objectives in a unit. It is administered following instruction on all objectives in a given unit, and the results are recorded on the prescription form.

K. Decision on Individual Students Performance

Provided the student has mastered his last unit of instruction, mastery is recorded on his individual profile. He then proceeds to the next instructional unit indicated on his profile and the cycle is repeated.

STUDENT PROFILE

Student's Name _____

School _____

TITLE I READING

Date _____ Age _____ Grade _____
(entered program)

Reading Units	DEVELOPMENTAL LEVELS															
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
Visual Discrimination (VD) 01																
Auditory Discrimination (AD) 02																
Related to Reading (RR) 03																
Vocabulary Development (V) 04																
Phonetic Analysis (PA) 05																
Structural Analysis (SA) 06																
Factual Comprehension (FC) 07																
Inferential Comprehension (IC) 08																
Research Skills (RS) 09																

PAGE _____ OF _____

**STUDENT
NUMBER**

**SCHOOL
NUMBER****GRADE**

ROOM

UNIT

UNIT DATES

UNIT BEGAN

UNIT ENDED

DAYS WORKED

INSTRUCTIONAL TECHNIQUES	
CODE	SETTING
01	Teacher Tutor
02	Peer Tutor
03	Small Group
04	Large Group
05	Seminar
MATERIALS	
06	Curriculum Texts
07	Teacher Made Skillsheets
08	Film Strips
09	Records / Tapes
10	Research
	Manipulative Devices

[illegible]

READING PRESCRIPTION SHEET

PAGE ~~XXXXXXXXXX~~ **OF** .

STUDENT NAME

UNIT

[illegible]

Name _____ Date _____

DIRECTIONS: Write a consonant digraph to complete each word. Use th, sh, ch, ng, or ck.

10

fea__ _ers

lun__ _es

bla__ _board

ju__ _le

dit__ _es

pu__ _ing

ri__ _ing

che__ _er

sun__ _ine

no__ _ing

6/70

IX - PA - 1

CT

09 05 01 97

Name _____ Date _____

Pretest: IX PA (3)

1. **DIRECTIONS:** Write the consonant digraph to complete each word.
Use th, sh, ch, ng, or ck.

5

che _ _ er no _ _ ing
ri _ _ ing brit _ _ es
sun _ _ ine

2. **DIRECTIONS:** Write the consonant digraph to complete each word.
Use nk, nd, nt, sk, st, ld, lt, sp, mp, lp, ft, or lk.

5

mi _ _ sku _ _ li _ _ ha _ _ wa _ _

3. **DIRECTIONS:** Circle the letters that make the "f" sound.

5

- a. Do you know the alphabet?
- b. I have a cold and a bad cough.
- c. I didn't have enough to eat.
- d. Do you have two telephones?
- e. An elephant is very big.

6/70

IX PA Pre

1

Name _____ Date _____

Post Test: IX PA (3)

1. **DIRECTIONS:** Write the consonant digraph to complete each word.
Use th, sh, ch, ng, or ck.

5

sti _ _ es

su _ _ er

fa _ _ er

swi _ _ er

wa _ _ ing

2. **DIRECTIONS:** Write the consonant digraph to complete each word. Use
nk, nd, nt, sk, st, ld, lt, sp, mp, lp, ft or lk.

5

la _ _

wa _ _

ma _ _

tru _ _

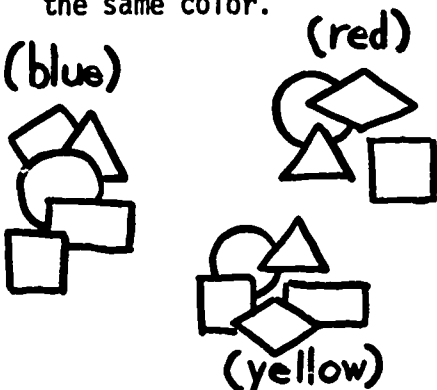
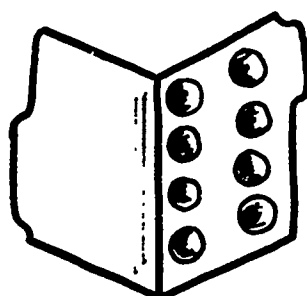
fe _ _

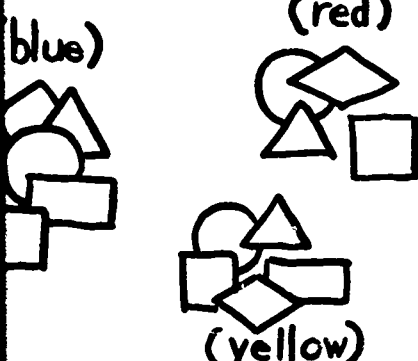
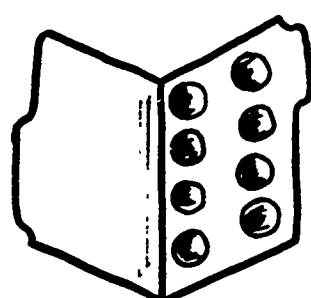
3. **DIRECTIONS:** Circle the letters that make the "f" sound.

5



- This is a good photograph.
- Ten orphans live at the home.
- We laughed at the clown.
- I had a rough airplane flight.



LEVEL I - Visual Discrimination

SKILL OBJECTIVE (7)	EXAMPLE	INSTRUCTION
<p>1- 01-01-01</p> <p>Sorts 8 basic color objects into piles of colors that are the same.</p>	<p>1- Student sorts colored paper objects into piles that are the same color.</p> 	<p>1- 1. Packet from Resource room. 2. SWRL unit on color. 3. Peabody Kit 1</p>
<p>2- 01-01-02</p> <p>Names 8 basic colors from color chart.</p>	<p>2- Student names colors from a color chart.</p> 	<p>2- 1. Packet from Resource Room. 2. SWRL unit on color.. 3. Ideal Chart 271-1. 4. Ben-G Puzzle 4. 5. Ideal tape 2715-1 with worksheet</p>

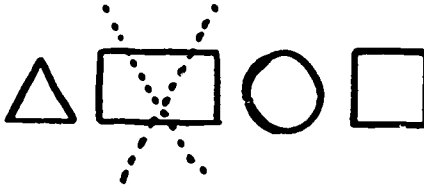
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>Student sorts colored paper objects into piles that are the same color.</p> <p>(blue)</p> <p>(red)</p> <p>(yellow)</p> 	<p>1-</p> <ol style="list-style-type: none"> 1. Packet from Resource room. 2. SWRL unit on color. 3. Peabody Kit 1 	<p>1-</p> <ol style="list-style-type: none"> 1. Millikin Ditto Masters Pre-primer A, pgs. 12-17, and Pre-primer B, pages 9 - 11. 2. Cuisenaire rods. 3. Colored blocks and beads. 4. Kelp Kit. 5. Group objects according to color-toys, flowers, etc.
<p>Student names colors from a color chart.</p> 	<p>2-</p> <ol style="list-style-type: none"> 1. Packet from Resource Room. 2. SWRL unit on color.. 3. Ideal Chart 271-1. 4. Ben-G Puzzle 4. 5. Ideal tape 2715-1 with worksheet. 	<p>2-</p> <p>Refer to any material used in objective 1. (01-01-01)</p>

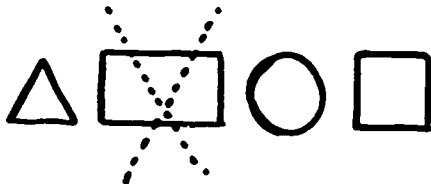
LEVEL I - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 01-01-03</p> <p>Identifies gross likeness and differences by picking out objects that are alike from a group of objects.</p>	<p>3- Place all objects on a flannel board or table. Ask child to select the objects that are alike and place them in a set.</p> 	<p>3-</p> <ol style="list-style-type: none"> 1. Packet from Resource Room. 2. Try Task I 3. SWRL Kit, unit on shapes. 4. Peabody Kit I. 5. Ideal tape 2705-4 with worksheets. 6. Ideal chart 270 E.
<p>4- 01-01-04</p> <p>Identifies pictures with likeness and differences by marking two like pictures in a group of pictures on a worksheet.</p>	<p>4- Mark the two pictures that are alike in each row.</p> 	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal tapes 2705-3 with worksheets. 2. Ideal transparencies 2709-2. 3. Ideal chart 270C. 4. 5 skill sheets. 5. Ben-G Puzzle 2.

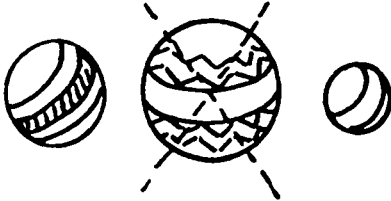
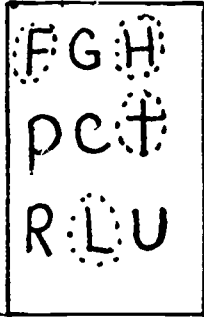
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Place all objects on a flannel board or table. Ask child to select the objects that are alike and place them in a set.</p> 	<p>3- 1. Packet from Resource Room. 2. Try Task I 3. SWRL Kit, unit on shapes. 4. Peabody Kit I. 5. Ideal tape 2705-4 with worksheets. 6. Ideal chart 270 E.</p>	<p>3- 1. Kelp Kit 2. Millikin Dittos, Pro primer A - page 5. 3. Dolch Picture Readiness Game. 4. Copy drawings -Prön We Use A, pages 13-</p>
<p>4- Mark the two pictures that are alike in each row.</p> 	<p>4- 1. Ideal tapes 2705-3 with worksheets. 2. Ideal transparencies 2709-2,3. 3. Ideal chart 270C. 4. 5 skill sheets. 5. Ben-G Puzzle 2.</p>	<p>4- 1. Millikin Dittos, Pro primer A. 2. Frostig Dittos. 3. Ideal chart 270D.</p>

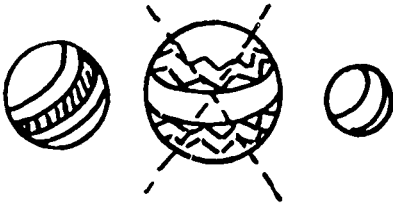
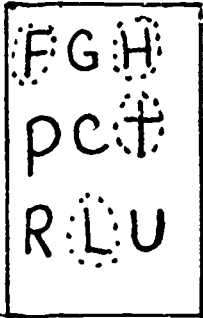
LEVEL I - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 01-01-05</p> <p>Identifies a circle, square, rectangle and triangle by pointing to the designated shape.</p>	<p>5- Put a mark on the rectangle.</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal tape 2706-4-2 with worksheet. 2. Ideal transparency 2709-3. 3. 5 skill sheets. 4. Try Task I. 5. Peabody Kit I.
<p>6- 01-01-06</p> <p>Responds orally with the names of shapes (circle, square, rectangle and triangle) when shown an object of these shapes.</p>	<p>6- Teacher points to a circle.</p> <p>"What shape is this?"</p> <p>Child answers: "Circle."</p>	<p>6-</p> <ol style="list-style-type: none"> 1. Try Task I 2. Peabody Kit I. 3. 2 skill sheets.

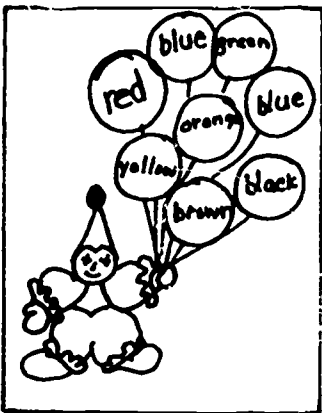
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5-</p> <p>Put a mark on the retangle.</p> <p>square, e</p> 		<p>5-</p> <ol style="list-style-type: none"> 1. Ideal tape 2706-4-2 with worksheet. 2. Ideal transparency 2709-3. 3. 5 skill sheets. 4. Try Task I. 5. Peabody Kit I. 	<p>5-</p> <ol style="list-style-type: none"> 1. KERP Kit. 2. Ideal chart 270E. 3. Children cut out shape as the teacher does.
	<p>6-</p> <p>Teacher points to a circle.</p> <p>"What shape is this?"</p> <p>Child answers: "Circle."</p>	<p>6-</p> <ol style="list-style-type: none"> 1. Try Task I 2. Peabody Kit I. 3. 2 skill sheets. 	<p>6-</p> <ol style="list-style-type: none"> 1. KERP Kit. 2. Prepare envelopes filled with various shapes. 3. Prepare a chart with various shapes.

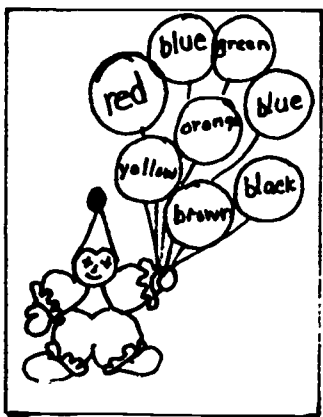
LEVEL I - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 01-01-07</p> <p>Identifies the size differentials; big-little, large-small.</p>	<p>7- Put a mark on the big one in this row.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-5 with worksheet. 2. 5 skill sheets. 3. Try Task I. 4. SWRL unit on size. 5. Peabody Kit I.
<p>8- 01 -01 -08</p> <p>Discriminates among several letter shapes by picking the ones described orally by the teacher.</p>	<p>8- "Find the letters: that are made of straight lines only."</p> 	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-7 with work 2. 5 skill sheets.

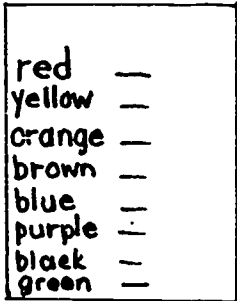
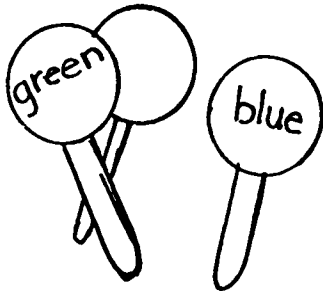
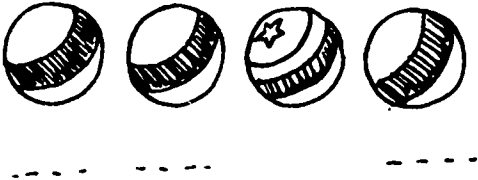
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Put a mark on the big one in this row.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-5 with worksheet. 2. 5 skill sheets. 3. Try Task I. 4. SWRL unit on size. 5. Peabody Kit I. 	<p>7-</p> <ol style="list-style-type: none"> 1. KELP Kit. 2. Prepare envelope of different size paper objects for children sort into piles.
<p>8- "Find the letters that are made of straight lines only."</p> 	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-7 with worksheets. 2. 5 skill sheets. 	

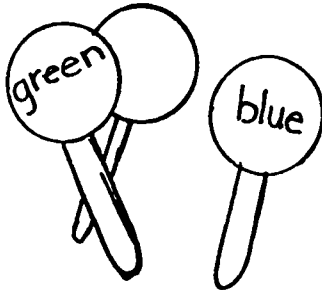


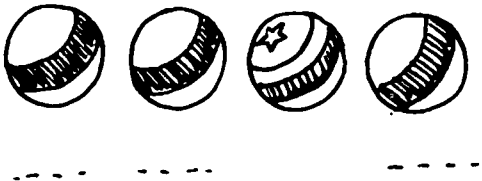
LEVEL II - Visual Discrimination

SKILL OBJECTIVE (15)	EXAMPLE	INSTRUCTION								
<p>1- 02-01-01</p> <p>Matches the word (red) with the corresponding color when the word is given orally.</p>	<p>1- Teacher will say each color word and child will respond by marking the word in the color the word names.</p> <table border="1"><tr><td>red</td><td>blue</td></tr><tr><td>yellow</td><td>green</td></tr><tr><td>brown</td><td>black</td></tr><tr><td>Orange</td><td>purple</td></tr></table>	red	blue	yellow	green	brown	black	Orange	purple	<p>1- 1. Ideal tape 2715-1. 2. Ideal tape 2715-1 (with 2 worksheets.) 3. 5 skill sheets.</p>
red	blue									
yellow	green									
brown	black									
Orange	purple									
<p>2- 02-01-02</p> <p>Matches the word with the corresponding color in a worksheet.</p>	<p>2- Color the pictures.</p> 	<p>2- 1. 5 skill sheets.</p>								

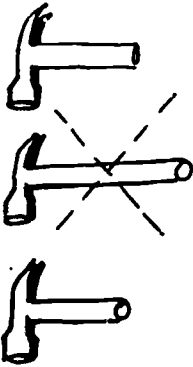
EXAMPLE	INSTRUCTION	SUPPLEMENTAL										
<p>1- Teacher will say each color word and child will respond by marking the word in the color the word names.</p> <table border="1"><tr><td colspan="2">Name</td></tr><tr><td>red</td><td>blue</td></tr><tr><td>yellow</td><td>green</td></tr><tr><td>brown</td><td>black</td></tr><tr><td>Orange</td><td>purple</td></tr></table>	Name		red	blue	yellow	green	brown	black	Orange	purple	<p>1- 1. Ideal tape 2715-1. 2. Ideal tape 2715-1 (with 2 worksheets.) 3. 5 skill sheets.</p>	
Name												
red	blue											
yellow	green											
brown	black											
Orange	purple											
<p>2- Color the pictures.</p> 	<p>2- 1. 5 skill sheets.</p>	<p>2- 1. Ben-G Puzzles. 2. Millikin Ditto Master</p>										

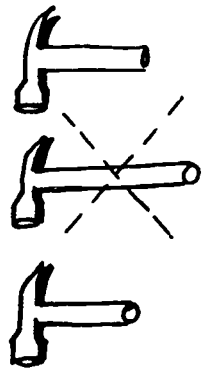
LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 02-01-03</p> <p>Responds orally with the name of the color when the teacher presents the printed color words: red, blue, green, yellow, brown, purple, orange, black.</p>	<p>3- "Read these words to me."</p> 	<p>3- 1. Obtain packet from Resource</p> 
<p>4- 02-01-04</p> <p>Identifies similarities and differences among pictured objects by placing a mark on the designated object.</p>	<p>4- Mark the pictures that are the same.</p> 	<p>4- 1. Ideal tape 2705-3 with worksheets. 2. Ideal transparency 2709-2. 3. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- "Read these words to me."</p> <div data-bbox="158 381 392 682"> <p>red — yellow — orange — brown — blue — purple — black — green —</p> </div>	<p>3- 1. Obtain packet from Resource Room.</p> <div data-bbox="648 373 967 663">  </div>	<p>3- 1. Prepare Language Master Cards. 2. Word Wiggly Game</p> <div data-bbox="1252 404 1387 556">  </div> <p>9x12 game board</p> <p>Use markers for two players and set of color flash cards.</p> <div data-bbox="1208 655 1449 749">  </div>
<p>4- Mark the pictures that are the same.</p> <div data-bbox="53 1117 531 1298">  </div>	<p>4- 1. Ideal tape 2705-3 with worksheets. 2. Ideal transparency 2709-2. 3. 5 skill sheets.</p>	<p>4- 1. Millikin Ditto maste 2. Ben-G Puzzles.</p>

LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 01-02-05</p> <p>Identifies similarities and differences between abstract objects, other than pictures, when presented on a worksheet by placing a mark on designated objects.</p>	<p>5- Mark the one that is different.</p> <p><u>l i o n</u> i o n l</p> <p>i o l n i o l n</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705 -4 with worksheets. 2. Ideal transparency 2709-3. 3. 7 skill sheets. 4. Ideal chart 270E. 5. Try Task II.
<p>6- 01-02-06</p> <p>Identifies the size differentials; largest-smallest, long-short, by placing a mark on the picture which represents the designated size.</p>	<p>6- Mark the longest one.</p> 	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-5 with worksheets. 2. 5 skill sheets. 3. Ideal chart 270F.

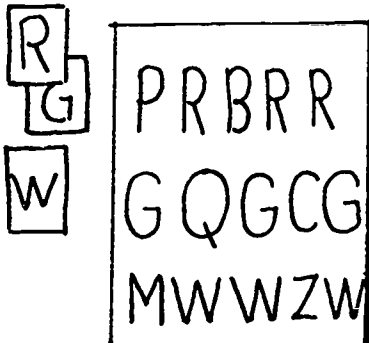
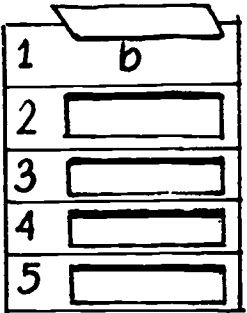
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Mark the one that is different.</p> <p><u>l i o n</u> i o n l</p> <p>i o l n i o l n</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705 -4 with worksheets. 2. Ideal transparency 2709-3. 3. 7 skill sheets. 4. Ideal chart 270E. 5. Try Task II. 	<p>5-</p> <ol style="list-style-type: none"> 1. Millikin Ditto Masters
<p>6- Mark the longest one.</p> 	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-5 with worksheets. 2. 5 skill sheets. 3. Ideal chart 270F. 	<p>6-</p> <ol style="list-style-type: none"> 1. SWRL unit on size.

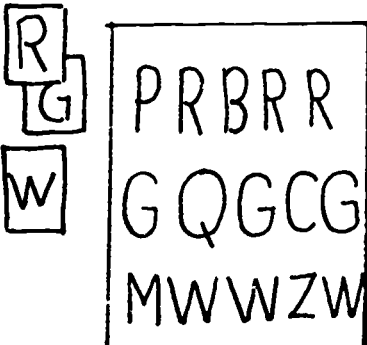
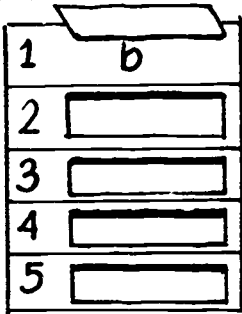
LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 01-02-07</p> <p>Matches identical upper case letters on a worksheet.</p>	<p>7- Mark the letters that are the same.</p> <p>P <u>R</u> B <u>R</u> <u>R</u></p>	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-7-1 with worksheets. 2. 5 skill sheets. 3. Instructo Know 'N' Show. 4. Try Task III.
<p>8- 01-02-08</p> <p>Matches identical lower case letters on a worksheet.</p>	<p>8- Mark the 3 letters that are the same in each row.</p> <p><u>m</u> n o <u>m</u> r <u>m</u></p>	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-7-2 with worksheets. 2. Ideal transparency 2709-4 3. 5 skill sheets. 4. Ideal charts 270G. 5. Try Task III. 6. Instructo Know 'N' Show

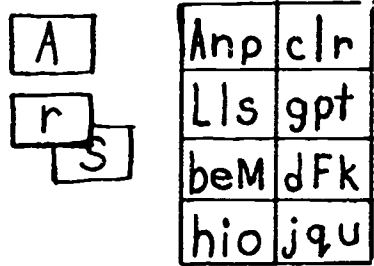
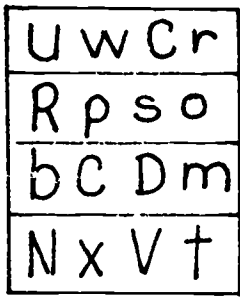
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7-</p> <p>Mark the letters that are the same.</p> <p>P <u>R</u> B <u>R</u> <u>R</u></p>	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-7-1 with worksheets. 2. 5 skill sheets. 3. Instructo Know 'N' Show. 4. Try Task III. 	<p>7-</p> <ol style="list-style-type: none"> 1. Millikin Ditto Master 2. Alphabet Games prepared by teacher.
<p>8-</p> <p>Mark the 3 letters that are the same in each row.</p> <p><u>m</u> n o <u>m</u> r <u>m</u></p>	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-7-2 with worksheets. 2. Ideal transparency 2709-4 3. 5 skill sheets. 4. Ideal charts 270G. 5. Try Task III. 6. Instructo Know 'N' Show 	<p>8-</p> <ol style="list-style-type: none"> 1. Millikin Ditto Master 2. Alphabet Games prepared by teacher.

LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>9- 02-01-09</p> <p>When shown an upper case letter on a flash-card, marks that letter on a worksheet.</p> <p>(visual memory)</p>	<p>9- Mark the 3 letters that you see on my flash card. (Show flash card for only 2-3 seconds)</p> 	<p>9-</p> <ol style="list-style-type: none"> 1. Flip Chart. 2. Instructo Know 'N' Show Alphabet Game. 3. 5 skill sheets. 4. Try Task II. 
<p>10- 02-01-10</p> <p>When shown a lower case letter on a flash-card, marks that letter on a worksheet.</p> <p>(Visual memory.)</p>	<p>10- (see sample above)</p>	<p>10-</p> <ol style="list-style-type: none"> 1. Flip Chart. 2. 5 skill sheets. 3. Instructo Know 'N' Show Game.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>9- Mark the 3 letters that you see on my flash card. (Show flash card for only 2-3 seconds)</p> 	<p>9-</p> <ol style="list-style-type: none"> 1. Flip Chart. 2. Instructo Know 'N' Show Alphabet Game. 3. 5 skill sheets. 4. Try Task II. 	<p>9-</p> <ol style="list-style-type: none"> 1. Domino Letter Game. 2. Tachisto scope. 3. Concentration Game.
<p>10- (see sample above)</p>	<p>10-</p> <ol style="list-style-type: none"> 1. Flip Chart. 2. 5 skill sheets. 3. Instructo Know 'N' Show Game. 	<p>10-</p> <ol style="list-style-type: none"> 1. Domino Letter Game. 2. Try Task Level III. 3. Tachisto scope. 4. Concentration Game.

LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>11- 02-01 - 11</p> <p>Matches all upper and lower case letters presented on a worksheet.</p> <p>(Visual memory.)</p>	<p>11- Mark the letter you see on my flash card. (Present flash card for 2-3 seconds.)</p> 	<p>11- 1. Flip Chart. 2. 5 skill sheets.</p>
<p>12- 02-01-12</p> <p>Discriminates between all capital and small letters presented on a worksheet by marking the letter named orally by the teacher.</p>	<p>12- Mark the letter in each row that I name:</p>  <p>Teacher names orally: w, s, b, x.</p>	<p>12- 1. 5 skill sheets. 2. Alphabet Bingo Game.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>11- Mark the letter you see on my flash card. (Present flash card for 2-3 seconds.)</p> <div data-bbox="53 415 423 682"> </div>	<p>11- 1. Flip Chart. 2. 5 skill sheets.</p>	<p>11- 1. Controlled Reader. 2. Tachistoscope. 3. Concentration Game.</p>
<p>12- Mark the letter in each row that I name:</p> <div data-bbox="161 893 400 1183"> </div> <p>Teacher names orally: w, s, b, x.</p>	<p>12- 1. 5 skill sheets. 2. Alphabet Bingo Game.</p>	<p>12- 1. Alphabet Musical Chairs.</p>

LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>13- 02 - 01 - 13 Names orally each upper case letter presented visually by the teacher.</p>	<p>13- Name each upper case letter when shown on a worksheet. Child says letter orally.</p> <div data-bbox="628 399 850 686" data-label="Text"> <p>B _ D _ Z _ U _ C _ L _ R _ V _ T _</p> </div>	<p>13- 1. Ideal tape 2705-7 with worksheet. 2. Try Task III. 3. Flash cards from Speech To Print Phonics Kit.</p>
<p>14- 02-01 - 14 Names orally each lower case letter presented by the teacher.</p>	<p>14- Name each lower case letter when shown on a worksheet. Child says letter orally.</p> <div data-bbox="634 1038 850 1329" data-label="Text"> <p>b _ z _ m _ y _ r _ t _ v _ s _ l _</p> </div>	<p>14- 1. Ideal tape 2705-7 with worksheet. 2. Ideal transparency 2709-G. 3. Try Task III. 4. Flash cards from Speech To Print Phonics Kit.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>13- Name each upper case letter when shown on a worksheet. Child says letter orally.</p> <div data-bbox="192 404 412 691" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>B _ D _ Z _ U _ C _ L _ R _ V _ T _</p> </div>	<p>13-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-7 with worksheet. 2. Try Task III. 3. Flash cards from Speech To Print Phonics Kit. 	<p>13-</p> <ol style="list-style-type: none"> 1. Tachistoscope (IMC). 2. Controlled Reader from IMC.
<p>14- Name each lower case letter when shown on a worksheet. Child says letter orally.</p> <div data-bbox="197 1041 412 1334" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>b _ z _ m _ y _ r _ t _ v _ s _ l _</p> </div>	<p>14-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-7 with worksheet. 2. Ideal transparency 2709-G. 3. Try Task III. 4. Flash cards from Speech To Print Phonics Kit. 	<p>14-</p> <ol style="list-style-type: none"> 1. Ideal chart 270-G 2. Controlled Reader (IMC)

LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>15- 02-01-15</p> <p>Names orally letters of both upper and lower case presented visually by the teacher.</p>	<p>15- Name each letter when shown on a worksheet. Child says orally.</p> <div data-bbox="566 471 825 620"> </div>	<p>15-</p> <ol style="list-style-type: none"> 1. Ideal tape 2705-7 with worksheet. 2. Ideal transparency 2709-G. 3. Try Task III. 4. Flash cards from Speech To Print Phonics Kit.
<p>16- 02-01-16</p> <p>Matched identical words on a worksheet.</p>	<p>16- Mark the two that are the same.</p> <div data-bbox="520 821 825 1188"> </div>	<p>16-</p> <ol style="list-style-type: none"> 1. 5 skill sheets. 2. Ben- G Puzzles 1, 2, 4.

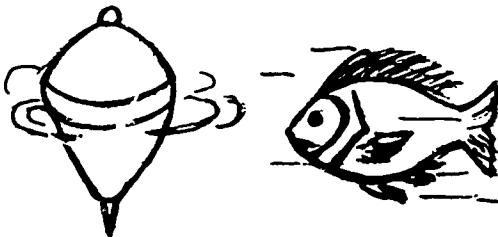

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>15- Name each letter when shown on a worksheet. Child says orally.</p> <div><div>R_i_T_</div><div>y_J_Q_</div></div>	<p>15-</p> <ol style="list-style-type: none">1. Ideal tape 2705-7 with worksheet.2. Ideal transparency 2709-G.3. Try Task III.4. Flash cards from Speech To Print Phonics Kit.	<p>15-</p> <ol style="list-style-type: none">1. Tachistoscope. (IMC)2. Controlled Reader (IMC)
<p>16- Mark the two that are the same.</p> <div><div><div>saw</div><div>was</div><div>saw</div></div><div><div>big</div><div>big</div><div>fig</div></div><div></div><div></div><div></div></div>	<p>16-</p> <ol style="list-style-type: none">1. 5 skill sheets.2. Ben- G Puzzles 1, 2, 4.	<p>16-</p> <ol style="list-style-type: none">1. Wordo Games.

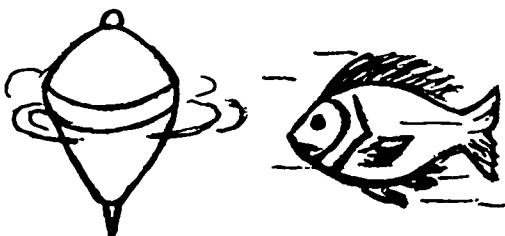

LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION															
<p>17- 02-01-17</p> <p>When shown a word on a flash card, marks that word on a worksheet.</p> <p>(Visual memory)</p>	<p>17- Mark the word you see on my card.</p> <div data-bbox="500 423 939 776"> <table border="1"> <tr> <td>fill</td><td>hill</td><td>into</td></tr> <tr> <td>sit</td><td>sat</td><td>sand</td></tr> <tr> <td>go</td><td>so</td><td>no</td></tr> <tr> <td>all</td><td>ball</td><td>bell</td></tr> <tr> <td>me</td><td>see</td><td>we</td></tr> </table> <div data-bbox="839 462 931 533">fill</div> </div>	fill	hill	into	sit	sat	sand	go	so	no	all	ball	bell	me	see	we	<p>17-</p> <ol style="list-style-type: none"> 1. Flip chart. 2. Concentration Games. 3. 5 skill sheet.
fill	hill	into															
sit	sat	sand															
go	so	no															
all	ball	bell															
me	see	we															
<p>18- 02-01-18</p> <p>Discriminates among several word shapes by picking the one described on a worksheet.</p>	<p>18-</p> <div data-bbox="492 940 962 1144"> <div data-bbox="492 995 731 1105">this word has tall letters in it.</div> <div data-bbox="731 1019 793 1081">me</div> <div data-bbox="800 1019 862 1081">see</div> <div data-bbox="870 1019 962 1081">fill</div> </div>	<p>18-</p> <ol style="list-style-type: none"> 1. 5 skill sheets. 															

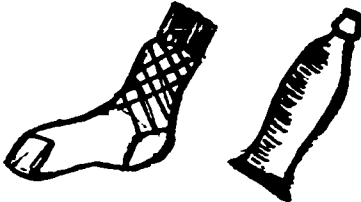

EXAMPLE	INSTRUCTION	SUPPLEMENTAL															
<p>17- Mark the word you see on my card.</p> <table border="1" data-bbox="58 435 346 776"> <tr><td>fill</td><td>hill</td><td>into</td></tr> <tr><td>sit</td><td>sat</td><td>sand</td></tr> <tr><td>gc</td><td>so</td><td>no</td></tr> <tr><td>all</td><td>ball</td><td>bell</td></tr> <tr><td>me</td><td>see</td><td>we</td></tr> </table> <div data-bbox="391 470 482 537" style="border: 1px solid black; padding: 2px; display: inline-block;">fill</div>	fill	hill	into	sit	sat	sand	gc	so	no	all	ball	bell	me	see	we	<p>17-</p> <ol style="list-style-type: none"> 1. Flip chart. 2. Concentration Games. 3. 5 skill sheet. 	<p>17-</p> <ol style="list-style-type: none"> 1. Controlled reader (IMC) 2. Flash - X. 3. Write word on board. Have child find that word from among a set of small cards on his desk. (Leave the word on the board for 2 or 3 seconds before erasing.)
fill	hill	into															
sit	sat	sand															
gc	so	no															
all	ball	bell															
me	see	we															
<p>18-</p> <div data-bbox="46 940 505 1141"> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> this word has tall letters in it. </div> <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; padding: 2px; margin: 0 5px;">me</div> <div style="border: 1px solid black; padding: 2px; margin: 0 5px;">see</div> <div style="border: 1px solid black; padding: 2px; margin: 0 5px;">fill</div> </div> </div>	<p>18-</p> <ol style="list-style-type: none"> 1. 5 skill sheets. 	<p>71</p>															

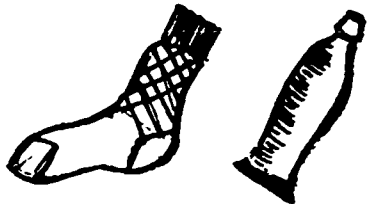

LEVEL I - Auditory Discrimination

SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
<p>1- 01-02-01</p> <p>Name the sounds from non-human sources: dog's bark, sound of train, cat's meow, duck's quacks, etc, when hearing them on a recording.</p>	<p>1-</p> <p>Use taped sounds for student to listen to.</p> 	<p>1-</p> <p>1. Ideal Tape # 2715-4 w/ wksheet.</p> <p>2. 5 skill sheets</p>
<p>2- 01-02-02</p> <p>Indicate whether the word pairs pronounced by the teacher are alike (or different) by responding, "yes" or "no" on a worksheet.</p>	<p>2-</p> <p>Teacher says: Listen to my words. Mark <u>yes</u> if they are exactly alike. Mark <u>no</u> if they are different.</p> 	<p>2-</p> <p>1. 5 skill sheets w/ tapes.</p>


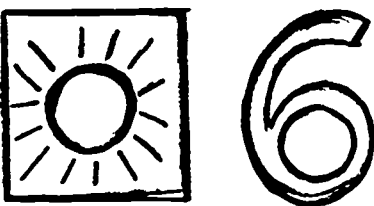
EXAMPLE	INSTRUCTION	SUPPLEMENTAL		
<p>1-</p> <p>Use taped sounds for student to listen to.</p> 	<p>1-</p> <p>1. Ideal Tape # 2715-4 w/ wksheet.</p> <p>2. 5 skill sheets</p>	<p>1-</p> <p>1. Strike different and same tones on xylophone.</p> <p>2. Play different and same three-note tunes.</p>		
<p>2-</p> <p>Teacher says: Listen to my words. Mark <u>yes</u> if they are exactly alike. Mark <u>no</u> if they are different.</p> <div data-bbox="46 1158 469 1274"><table><tr><td>Yes</td><td>No</td></tr></table></div>	Yes	No	<p>2-</p> <p>1. 5 skill sheets w/ tapes.</p>	<p>2-</p> <p>GAME</p> <p>Dictate same and different pairs of words. Child raises hand if he hears the same word.</p>
Yes	No			


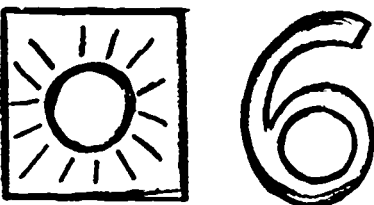
LEVEL I - Auditory Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 01-02-03</p> <p>Place a mark on pictures of objects that begin with the same sound when objects are <u>named</u> by the teacher.</p>	<p>3-</p> <p>"Mark an X on the pictures in the row that begin with the same sound as the word I say."</p> <p>Teacher says:</p> <p>"table"</p> 	<p>3-</p> <ol style="list-style-type: none"> 1. 5 skill sheets 2. Ideal Tape # 2725- 1 to 8 w/ wksheets. 3. First Talking Alphabet - I (Order by letters needed). 4. Ideal Charts # 272 5. Ideal Transparencies # 2729
<p>4- 01-02-04</p> <p>Indicate words that rhyme with the word presented by the teacher.</p>	<p>4-</p> <p>Mark the picture that rhymes with the word I say. "house"</p> 	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tape #2705 - 1 and wk. sheet # 2705 - 2 and wk. sheet 2. Ideal Chart # 270 A, D 3. Ideal Rhyming Pegboard Picture 4. Ideal Rhyming Puzzle, 270A-2 5. Ideal Objects That Rhyme Game # 270 A - 1 6. Ideal Reading-Writing Readiness Transparencies 7. 5 skill sheets


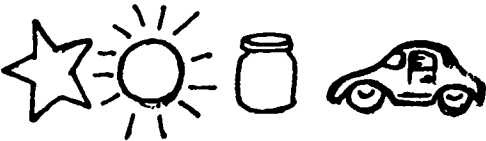
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>"Mark an X on the pictures in the row that begin with the same sound as the word I say."</p> <p>Teacher says:</p> <p>"table"</p> 	<p>3-</p> <ol style="list-style-type: none"> 1. 5 skill sheets 2. Ideal Tape # 2725- 1 to 8 w/ wksheets. 3. First Talking Alphabet - I (Order by letters needed). 4. Ideal Charts # 272 5. Ideal Transparencies # 2729 	<p>3-</p> <ol style="list-style-type: none"> 1. Millikin Starting Phonics (ditto masters and transparencies). 2. Instructo Kit Game: Carnival of Beginning Sounds.
<p>4-</p> <p>Mark the picture that rhymes with the word I say. "house"</p> 	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tape #2705 - 1 and wk. sheet # 2705 - 2 and wk. sheet 2. Ideal Chart # 270 A, D 3. Ideal Rhyming Pegboard Pictures 4. Ideal Rhyming Puzzle, 270A-2 5. Ideal Objects That Rhyme Game # 270 A - 1 6. Ideal Reading-Writing Readiness Transparencies 7. 5 skill sheets 	<p>4-</p> <ol style="list-style-type: none"> 1. Millikin Starting Phonics (ditto masters and transparencies) 2. INSTRUCTO KIT Game: Rhyming words


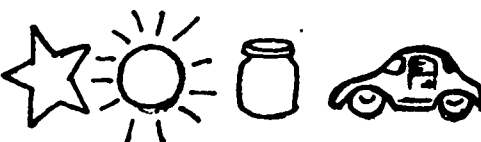
LEVEL I - Auditory Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 01-02-05</p> <p>Identifies all ending consonants except q and x by selecting a designated picture which ends the same as a word pronounced by the teacher.</p>	<p>5-</p> <p>Listen and then mark the pictures that end with the same sound as the word I tell you. (Do only one row at a time. Name the pictures)</p> <p>"Vase"</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tapes #2725 -9 - 10 w/wk sheets 2. Magic Cards #272 - 2 3. Ideal Chart #272 4. Ideal Transparencies #2729
<p>6- 01-02-06</p> <p>Identify the words that have the same middle vowel sound.</p>	<p>6-</p> <p>Mark all the pictures that have the same middle sound as the picture in the box.</p> 	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Tapes # 2745 1 to 10 w/ wk. sheets 2. First Talking Alphabet- II (Order by letter (s) needed. 3. Ideal Charts (order by letter) 4. Ideal Vowel Transparencies

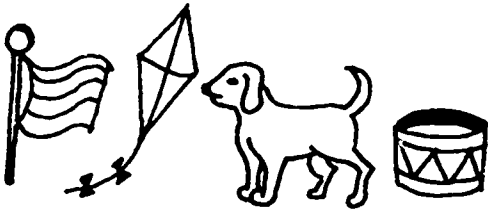

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Listen and then mark the pictures that end with the same sound as the word I tell you. (Do only one row at a time. Name the pictures)</p> <p>"Vase"</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tapes #2725 -9 - 10 w/wk. sheets 2. Magic Cards #272 - 2 3. Ideal Chart #272 4. Ideal Transparencies #2729 	<p>5-</p> <ol style="list-style-type: none"> 1. Millikin Starting Phonics (ditto masters and transparencies) 2. Lyons and Carnahan Game: Bingobang
<p>6-</p> <p>Mark all the pictures that have the same middle sound as the picture in the box.</p> 	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Tapes # 2745 1 to 10 w/ wk. sheets 2. First Talking Alphabet- II (Order by letter (s) needed.) 3. Ideal Charts (order by letter) 4. Ideal Vowel Transparencies 	<p>6-</p> <ol style="list-style-type: none"> 1. Millikin Starting Phonics (ditto masters and transparencies)

LEVEL II - Auditory Discrimination

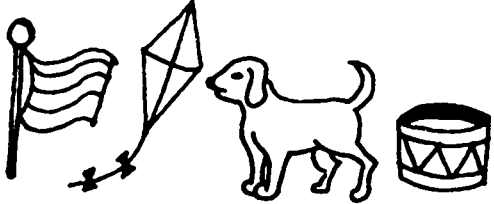

SKILL OBJECTIVE (10)	EXAMPLE	INSTRUCTION
<p>1- 02-02-01</p> <p>Indicate the correct beginning consonant to match a given picture.</p>	<p>1-</p> <p>Mark the letter that shows how each picture begins.</p> 	<p>1-</p> <ol style="list-style-type: none"> 1. Ideal Tape # 2725 1-8 w/wk. sheets Order by letter (s) needed. 2. First Talking Alphabet-I (order by letter (s) needed) 3. Ideal Charts A - K (Order by letter (s) needed) 4. worksheets (5)
<p>2- 02-02-02</p> <p>Place a mark on pictures that rhyme when they are named by the teacher.</p>	<p>2-</p> <p>Mark the pictures that rhyme in each row.</p> 	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2705 1 and 2 and wk. sheet 2. Ideal Rhyming Puzzle #270 B -1 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Mark the letter that shows how each picture begins.</p> 	<p>1-</p> <ol style="list-style-type: none"> 1. Ideal Tape # 2725 1-8 w/wk. sheets Order by letter (s) needed. 2. First Talking Alphabet-I (order by letter (s) needed) 3. Ideal Charts A - K (Order by letter (s) needed) 4. worksheets (5) 	<p>1-</p> <ol style="list-style-type: none"> 1. Listen and Do Record w/ wksheets. 2. Millikin Starting Phonics (ditto master and transparencies.) 3. Lyons and Carnahan Games: Old Itch and Spin A Sound. 4. Magic Cards 272-2 5. Consonant Lotto Game
<p>2-</p> <p>Mark the pictures that rhyme in each row.</p> 	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2705 1 and 2 and wk. sheet 2. Ideal Rhyming Puzzle #270 B -1 3. 5 skill sheets 	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal Rhyming Puzzle 270 B-1 2. Ideal Rhyming Pegboard Pictures # 2693 3. Millikin Primer Ditto

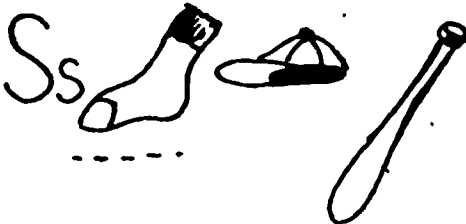
LEVEL II Auditory Discrimination



SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 02-02-03</p> <p>Identifies all ending sounds except q and x by selecting designated pictures which end with the same sounds.</p>	<p>3-</p> <p>Listen and then mark the pictures that end with the same sound.</p> 	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2725-9 and 10 w/ worksheets. (Order by letter (s) needed). 2. Ideal Charts L - Q (Order by letter (s) needed). 3. 5 skill sheets
<p>4- 02-02-04</p> <p>Identifies those pictures on a worksheet which have the same middle sounds. (vowels)</p>	<p>4-</p> <p>Mark the pictures with the same middle sound in each row. (Teacher names picture)</p> 	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tapes 2745 1-10 w/ worksheets. (Order by letter needed) 2. First Talking Alphabet II (Order by letter (s) needed). 3. Ideal Charts 274 (Order by letter (s) needed). 4. 5 skill sheets

Discrimination


EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Listen and then mark the pictures that end with the same sound.</p> 	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2725-9 and 10 w/ wksheets. (Order by letter (s) needed). 2. Ideal Charts L - Q (Order by letter (s) needed). 3. 5 skill sheets 	<p>3-</p> <ol style="list-style-type: none"> 1. Millikin Starting Phonics ditto masters. 2. Magic Cards 3. Ideal Pegboard Pictures 4. Lyons and Carnahan Game: Bingobang.
<p>4-</p> <p>Mark the pictures with the same middle sound in each row. (Teacher names picture)</p> 	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tapes 2745 1-10 w/ wksheets. (Order by letter needed) 2. First Talking Alphabet II (Order by letter (s) needed). 3. Ideal Charts 274 (Order by letter (s) needed). 4. 5 skill sheets 	<p>4-</p>


LEVEL II Auditory Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 02-02-05</p> <p>Identifies pictures which begin with an initial consonant shown on a worksheet.</p>	<p>5-</p> <p>Mark the picture that starts with the sound of the letter.</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tapes 2725 1-8 w/ wksheets. (Order by letter (s) needed). 2. First Talking Alphabet I (Order by letter (s) needed). 3. 5 skill sheets
<p>6- 02-02-06</p> <p>Writes the initial consonant as each word is dictated.</p>	<p>6-</p> <p>Write the beginning letter you hear in each word I say.</p> <p>man 1. <u> m </u></p> <p>fun 2. <u> f </u></p>	<p>6-</p> <ol style="list-style-type: none"> 1. 5 skill sheets

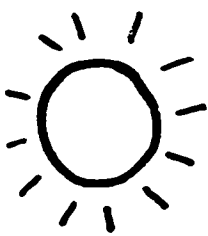

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5-</p> <p>Mark the picture that starts with the sound of the letter.</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tapes 2725 1-8 w/ wksheets. (Order by letter (s) needed). 2. First Talking Alphabet I (Order by letter (s) needed). 3. 5 skill sheets 	<p>5-</p>
<p>6-</p> <p>Write the beginning letter you hear in each word I say.</p> <p>man 1. <u> m </u></p> <p>fun 2. <u> f </u></p>	<p>6-</p> <ol style="list-style-type: none"> 1. 5 skill sheets 	<p>6-</p> 

LEVEL II Auditory Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION	
<p>7- 02-02-07</p> <p>Identifies the pictures that end with a final consonant on a worksheet.</p>	<p>7-</p> <p>Mark the pictures that end with the sound of the letter.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal Tapes 2725 9 and 10 w/ worksheets. 2. First Talking Alphabet I (Order by letter (s) needed.) 3. 5 skill sheets 	7-
<p>8- 02-02-08</p> <p>Write the final consonant as each word is dictated.</p>	<p>8-</p> <p>Write the ending letter you hear in the word I say.</p> <p>bat 1. <u>t</u></p> <p>frog 2. <u>g</u></p>	<p>8-</p> <ol style="list-style-type: none"> 1. 5 skill sheets 	8-

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7-</p> <p>Mark the pictures that end with the sound of the letter.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal Tapes 2725 9 and 10 w/ wksheets. 2. First Talking Alphabet I (Order by letter (s) needed.) 3. 5 skill sheets 	<p>7-</p>
<p>8-</p> <p>Write the ending letter you hear in the word I say.</p> <p>bat 1. <u>t</u></p> <p>frog 2. <u>g</u></p>	<p>8-</p> <ol style="list-style-type: none"> 1. 5 skill sheets 	<p>8-</p>

LEVEL II Auditory Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>9- 02-02-09</p> <p>Writes both beginning and ending consonants on a worksheet.</p>	<p>9-</p> <p>Say the name of the picture to yourself. Print the beginning and ending sounds you hear.</p> <div data-bbox="469 572 677 807">  </div> <div data-bbox="762 619 916 768">  </div> <div data-bbox="469 823 639 901"> <p><u>s</u> <u>n</u></p> </div> <div data-bbox="762 807 931 901"> <p><u>b</u> <u>i</u></p> </div>	<p>9-</p> <ol style="list-style-type: none"> 1. Ideal Tapes 2725 1 - 10 w/ worksheets 2. First Talking Alphabet I (Order by letter (s) needed) 3. 5 skill sheets.

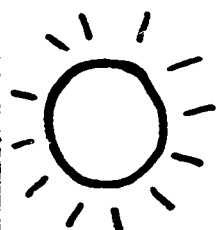
EXAMPLE

INSTRUCTION

SUPPLEMENTAL

9-

Say the name of the picture to yourself. Print the beginning and ending sounds you hear.



s n

b l

80

31


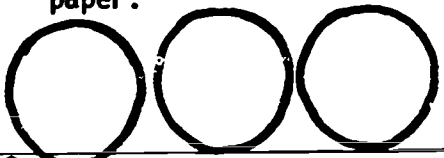
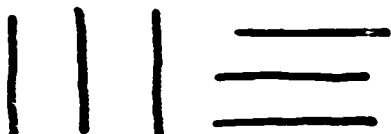

9-

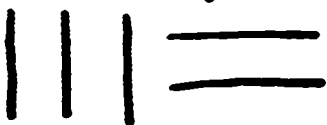
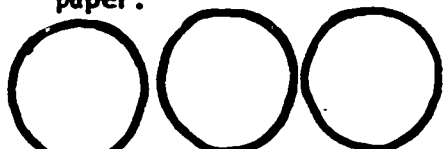
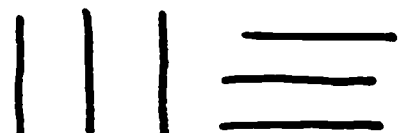
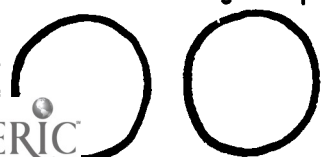
1. Ideal Tapes 2725 1 - 10 w/ wksheets
2. First Talking Alphabet I (Order by letter (s) needed)
3. 5 skill sheets.

9-

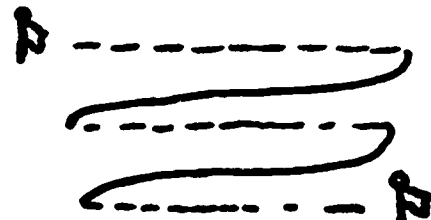
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LEVEL I - Related to Reading

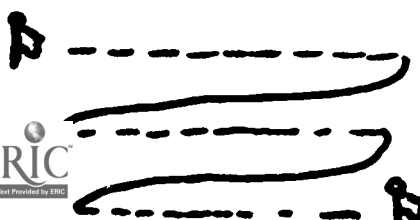
SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
<p>1- 01-03-01</p> <p>Holds and uses crayon to make lines and circles.</p>	<p>Hold your crayon like this. (Teacher demonstrates and checks each child to be sure crayon is being held correctly)</p> <p>Make some lines on your paper.</p>  <p>Now make circles on your paper.</p> 	<p>1- 1. 5 Skill sheets</p> <p>2. Try Task 1 (Teacher may use all of book 1 or as many pages as child reads.)</p> <p>3. Use overhead projector and transparencies to let children trace lines and circles with a crayon.</p> <p>4. Ideal Tape 2705-4 worksheet 2706-4-1-2</p> <p>5. Ideal Tape 2705-5 worksheet 2706-5-1</p> <p>6. Use templates to trace lines and</p>
<p>2- 01-03-02</p> <p>Makes lines and circles with pencil, holding the pencil between thumb and second finger with first finger resting on top.</p>	<p>2- Hold your pencil like this. (Teacher demonstrates and checks each child to be sure pencil is being held correctly)</p> <p>Make some lines on your paper.</p>  <p>Now use your pencil to make circles on your paper.</p> 	<p>2- 1. Use templates to trace lines and circles.</p> <p>2. skill sheets 1-5</p> <p>3. Put designs using lines and circles on board, charts, or overhead projector. Have each child copy the designs.</p> <p>4. Let children use lines and circles to create designs and pictures.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>Hold your crayon like this. (Teacher demonstrates and checks each child to be sure crayon is being held correctly)</p> <p>Make some lines on your paper.</p>  <p>Now make circles on your paper.</p> 	<p>1. 5 Skill sheets</p> <p>2. Try Task 1 (Teacher may use all of book 1 or as many pages as child needs.)</p> <p>3. Use overhead projector and transparencies to let children trace lines and circles with a crayon.</p> <p>4. Ideal Tape 2705-4 worksheet 2706-4-1-2</p> <p>5. Ideal Tape 2705-5 worksheet 2706-5-1</p> <p>6. Use templates to trace lines and circles</p>	<p>Guide for Ideal Reading-writing Readiness charts No. 270. Follow readiness training suggestions before using chart 270 G bottom of p. pages 9, 10, 11.</p>
<p>2- Hold your pencil like this. (Teacher demonstrates and checks each child to be sure pencil is being held correctly)</p> <p>Make some lines on your paper.</p>  <p>Now use your pencil to make circles on your paper.</p> 	<p>2- 1. Use templates to trace lines and circles.</p> <p>2. skill sheets 1-5</p> <p>3. Put designs using lines and circles on board, charts, or overhead projector. Have each child copy the designs.</p> <p>4. Let children use lines and circles to create designs and pictures.</p>	<p>2- 1. Readiness for Learning (McLEOD) pages 1 - 19</p> <p>2. Put designs using lines and circles on board or chart. Have each child copy designs.</p> <p>3. Have children use lines and circles to make original designs.</p> <p>4. Continental Press dittos-Independent Activities-Levels 1 and 2.</p>


LEVEL I - Related to Reading


SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 01-03-03</p> <p>While being observed, follows left to right movement by tracing a dotted line on a worksheet, blackboard etc.</p>	<p>Look at the pictures. Use your crayon to trace along the dotted lines from left to right.</p> <p>✕ — — — — — ✕</p> <p>✕ — — — — — ✕</p>	<p>Worksheets 1 - 6 I RR 3</p> <p><u>Readiness For Learning</u> (McLeod) pp. 3,4,6.</p> <p>(Teacher may use blackboard and overhead projector with transparencies to give children practice in drawing lines left to right.)</p>
<p>4- 01-03-04</p> <p>While being observed follows top to bottom movement by tracing a dotted line moving left to right and continuing along several lines to bottom of page.</p>	<p>Look at the pictures. Start with the upper left corner picture. Trace along the dotted lines from left to right. When you reach the end of the first line bring your crayon over to the left of the second line. Keep going until you have traced a line to the bottom right corner picture.</p> <p>(Teacher demonstrates on board or to child.)</p> <p>90</p> 	<p>Worksheets 1-5 I RR -4</p> <p><u>Readiness For Learning</u> (McLeod)</p> <p>(Teacher may use blackboard and overhead projector with transparencies to give children practice in tracing on dotted lines from left to right and top to bottom.)</p> <p>33</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>Look at the pictures. Use your crayon to trace along the dotted lines from left to right.</p> <p>✕ — — — — — ✕</p> <p>✕ — — — — — ✕</p>	<p>Worksheets 1 - 6 I RR 3</p> <p><u>Readiness For Learning</u> (McLeod) pp. 3,4,6.</p> <p>(Teacher may use blackboard and overhead projector with transparencies to give children practice in drawing lines left to right.)</p>	<p>Guide for Ideal Reading - writing Readiness charts 270.</p> <p>Follow readiness training suggestions page 9 (a)</p>

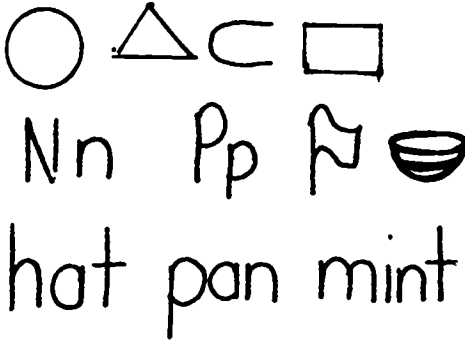
<p>Look at the pictures. Start with the upper left corner picture. Trace along the dotted lines from left to right. When you reach the end of the first line bring your crayon over to the left of the second line. Keep going until you have traced a line to the bottom right corner picture.</p> <p>(Teacher demonstrates on board or to child.)</p> 	<p>Worksheets 1-5 I RR -4</p> <p><u>Readiness For Learning</u> (McLeod)</p> <p>(Teacher may use blackboard and overhead projector with transparencies to give children practice in tracing on dotted lines from left to right and top to bottom.)</p>	<p>91</p>
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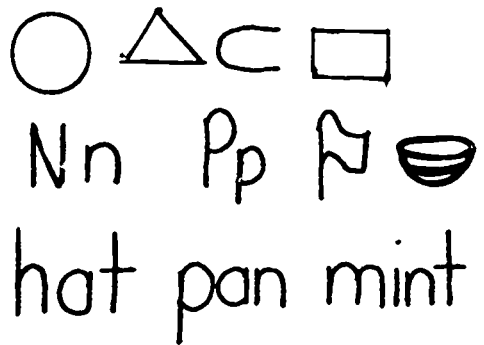
LEVEL I - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 01-03-05</p> <p>Identifies and follows oral directions for the following phrases: Mark with an X: Draw a line under: Make a circle around:</p>	<p>Listen to what I say and do what I say. "Draw a circle around the ball. Make a x on the bat. Draw a line under the fish."</p> 	<p>1. Place several pictures on flannel board. Have available a felt x, O, _____. Give directions to children. "Put an x on the boat, Jim." Continue giving each child a chance to use all three markers.</p> <p>(Pictures may be put on chalkboard if flannel board is not available.) Transparencies and overhead Projector may be used.</p> <p>2.5 skill sheets</p>
<p>6- 01-03-06</p> <p>Uses complete sentences in oral speaking.</p>	<p>Look at this picture. What do you see? (When child answers guide him into using a complete sentence.) If child answers, "A house," say, "I see a house," and have child repeat the complete sentence.</p>	<p>6- 1.</p> <p>Use Peabody Language Kit No. 1 daily. Follow Daily Lesson Plan.</p> <p>2. After a painting experience have each child tell about his painting using complete sentences.</p> <p>3. Use objects in room to stimulate questions. Child must answer in a complete sentence.</p> <p>4. 5 Skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>Listen to what I say and do what I say. "Draw a circle around the ball. Make a x on the bat. Draw a line under the fish."</p> 	<p>1. Place several pictures on flannel board. Have available a felt x, O, _____. Give directions to children. "Put an x on the boat, Jim." Continue giving each child a chance to use all three markers.</p> <p>(Pictures may be put on chalkboard if flannel board is not available.) Transparencies and overhead Projector may be used.</p> <p>2.5 skill sheets</p>	<p>1. Houghton Mifflin <u>Listening and Learning</u></p>
<p>Look at this picture. What do you see? (When child answers guide him into using a complete sentence.) If child answers, "A house," say, "I see a house," and have child repeat the complete sentence.</p>	<p>6-1.</p> <p>1. Use Peabody Language Kit No. 1 daily. Follow Daily Lesson Plan.</p> <p>2. After a painting experience have each child tell about his painting using complete sentences.</p> <p>3. Use objects in room to stimulate questions. Child must answer in a complete sentence.</p> <p>4. 5 Skill sheets</p>	<p>Let children talk on toy telephone to teacher, aid or other children. Assist children in using complete sentences in conversations.</p> <p>SRA Listening Skills Program 1a Teachers Guide. Use suggestions for Extended Activities. Some oral language activities will be found on pages 13, 15, 20, 31, 33, 35, 39, 40, 41, 45, 51.</p>

LEVEL II - Related to Reading

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 02-03-01</p> <p>Copies simple shapes, letters, drawings and three to four letter words.</p>	<p>1- Draw some simple shapes, letters, drawings, and words on the board or project them on an overhead projector.</p> 	<p>1- 1. "Look at the shapes on the board. Use a pencil or crayon to copy what you see." Check each child's paper while he is working to be sure he can copy each item without turning his paper. Give help to the children having difficulty. Work on shapes first. When child can do the work with ease move on to the letters, then the drawings, and words. 2. Skill sheets. 3. Ginn Elementary English (practice book) I -1 pages 1, 2, 3. 4. Basic Goals in Spelling Book pages 53-54.</p>
<p>2- 02-03-02</p> <p>Writes both upper and lower case letters with ease.</p>	<p>2- As child writes (or copies) letters check to see how much difficulty he is having. Give each child as much practice as necessary until he is able to write letters easily.</p>	<p>2- 1. Readiness for Learning, pages 21-58. 2. Ginn Elementary English I-1, page 4-33. 3. Ginn Elementary Practice Book I-1, pages 3-21. 4. Skill sheets. 5. Grade I, Handwriting Book. 6. Basic Goals in Spelling, pages 17, 21, 23, 28, 31, 34, 39, 44, 45, 47, 49, 59, 60, 61. 7. Ideal Tape 2705-7 worksheet 2706-7-1</p>

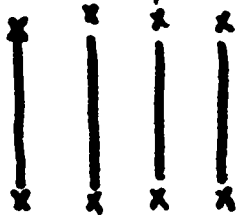
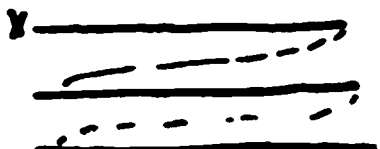
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Draw some simple shapes, letters, drawings, and words on the board or project them on an overhead projector.</p>  <p>hat pan mint</p>	<p>1- 1. "Look at the shapes on the board. Use a pencil or crayon to copy what you see." Check each child's paper while he is working to be sure he can copy each item without turning his paper. Give help to the children having difficulty. Work on shapes first. When child can do these with ease move on to the letters, then the drawings, and words.</p> <p>2. Skill sheets.</p> <p>3. Ginn Elementary English (practice book) I -1 pages 1, 2, 3.</p> <p>4. Basic Goals in Spelling Book 1, pages 53-54.</p>	<p>1- 1. Readiness for learning pages 8-27.</p> <p>2. Child may copy words on page 59.</p> <p>3. Pass out cards with various shapes, letter drawings or words. Have child go to the board and copy what is on his card.</p> <p>4. Continental Press dittos-Visual Motor Skills levels 1 and 2.</p>
<p>2- As child writes (or copies) letters check to see how much difficulty he is having. Give each child as much practice as necessary until he is able to write letters easily.</p>	<p>2- 1. Readiness for Learning, pages 21-58.</p> <p>2. Ginn Elementary English I-1, page 4-33.</p> <p>3. Ginn Elementary Practice Book I-1, pages 3-21.</p> <p>4. Skill sheets.</p> <p>5. Grade I, Handwriting Book.</p> <p>6. Basic Goals in Spelling, pages 17, 21, 23, 28, 31, 34, 39, 41, 45, 47, 49, 59, 60, 61.</p> <p>7. Ideal Tape 2705-7 worksheet 2706-7-1</p>	<p>2- 1. Ginn Elementary English II-1, pages 65-70.</p> <p>2. Cover handwriting guides (maybe made from old books) with plastic or X-ray film. Child may trace over letters and erase.</p> <p>3. Film strips #44 Capital letters # 38 small letters</p> <p>c</p>


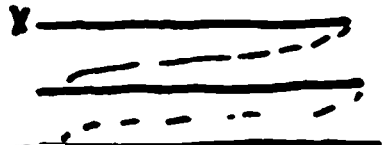
LEVEL II - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 02-03-03 Matches upper case letters to correspond- ing lower case letters</p>	<p>3- Circle the letter in the box that has the same name as the letter on top of the box.</p> <p style="text-align: center;">A</p> <div style="border: 1px solid black; width: 150px; height: 80px; margin: 10px auto; position: relative;"> <div style="position: absolute; top: 5px; left: 10px;">a</div> <div style="position: absolute; top: 5px; right: 10px;">c</div> <div style="position: absolute; bottom: 5px; left: 10px;">d</div> <div style="position: absolute; bottom: 5px; right: 10px;">e</div> </div> <p>Draw a line to match letters that have the same name.</p> <div style="text-align: center; margin-top: 20px;"> <div style="display: inline-block; text-align: center; vertical-align: middle;"> A D F </div> <div style="display: inline-block; vertical-align: middle; font-size: 2em;"> X </div> <div style="display: inline-block; text-align: center; vertical-align: middle;"> d f a </div> </div>	<p>3- 1. Skill sheets 1-5. 2. Ideal Tape 2705-5 Ideal worksheet 2706-5-2</p>

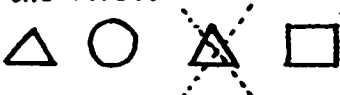



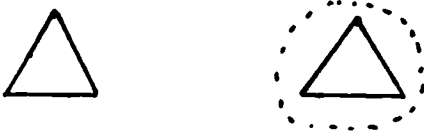
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Circle the letter in the box that has the same name as the letter on top of the box.</p> <p style="text-align: center;">A</p> <div data-bbox="135 577 391 708"> </div> <p>Draw a line to match letters that have the same name.</p> <div data-bbox="154 878 354 1113"> </div>	<p>3-</p> <ol style="list-style-type: none"> 1. Skill sheets 1-5. 2. Ideal Tape 2705-5 Ideal worksheet 2706-5-2 	<p>3-</p> <ol style="list-style-type: none"> 1. Use Instructo Know and Show alphabet. Have children place upper case letter in holder and match with the corresponding lower case letter

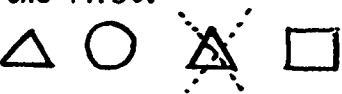



LEVEL II - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION.
<p>4- 02-03-04</p> <p>Proceeds from left to right in identifying objects as directed.</p>	<p>4-</p> <p>Place a row of pictures on chalk-board or wall. Say, "Look at this row of pictures, which one is on the left side?" Show children left side if they do not know. With all the group name the pictures starting at the left and moving right.</p>	<p>4-</p> <p>1. Place picture cards in a row on wall or board. With the children name the pictures moving from left to right. Have each child name the pictures from left to right individually. Give extra practice in this type of oral work to those children having difficulty in moving from left to right.</p> <p>2. Skill sheet 1-5</p> <p>3. Ideal Tape 2705-6 worksheet 2706-6-2</p>
<p>5- 02-03-05</p> <p>Works from top to bottom of a page.</p>	<p>5-</p> <p>On paper have children put pencil or crayon at the top left side of the paper. Draw a line from the top to the bottom.</p>  <p>After working with a vertical top to bottom movement follow the same procedure in a horizontal top to bottom movement.</p> 	<p>5-</p> <p>1. Have children hold crayon or pencil at top left corner of paper. As teacher demonstrates on board overhead projector each child starts at the top of his paper and makes a line to the bottom. Be sure child also moves in a left to right direction. After child masters top to bottom in a vertical direction follow the same procedure guiding him to work from top to bottom in a horizontal row.</p> <p>2. Skill sheet 1 - 5</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>4-</p> <p>Place a row of pictures on chalkboard or wall. Say, "Look at this row of pictures, which one is on the left side?" Show children left side if they do not know. With all the group name the pictures starting at the left and moving right.</p>	<p>4-</p> <p>1. Place picture cards in a row on wall or board. With the children name the pictures moving from left to right. Have each child name the pictures from left to right individually. Give extra practice in this type of oral work to those children having difficulty in moving from left to right.</p> <p>2. Skill sheet 1-5</p> <p>3. Ideal Tape 2705-6 worksheet 2706-6-2</p>	
<p>5-</p> <p>On paper have children put pencil or crayon at the top left side of the paper. Draw a line from the top to the bottom.</p>  <p>After working with a vertical top to bottom movement follow the same procedure in a horizontal top to bottom movement.</p> 	<p>5-</p> <p>1. Have children hold crayon or pencil at top left corner of paper. As teacher demonstrates on board or overhead projector each child starts at the top of his paper and makes a line to the bottom. Be sure child also moves in a left to right direction. After child masters top to bottom in a vertical direction follow the same procedure guiding him to work from top to bottom in a horizontal row.</p> <p>2. Skill sheet 1 - 5</p>	

LEVEL III - Related to Reading

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 03-03-01</p> <p>Reads and follows directions for the following phrases: Mark with an X: Draw a line under: Underline the word: <u>bird</u> Draw a circle around:</p>	<p>1- Read directions and do.</p> <p>Mark an X on the shape like the first.</p>  <p>Draw a line under the one that is different.</p>  <p>Circle the one that is like the first.</p> 	<p>1- 1. skill sheets 1-5.</p>
<p>2- 03-03-02</p> <p>Identifies left and right.</p>	<p>2- Draw a line under the one on the left.</p>  <p>Circle the one on the right</p> 	<p>2- 1. skill sheets 1-5. 2. Ideal Tape 2705-6 worksheet 2706-6-2</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Read directions and do.</p> <p>Mark an X on the shape like the first.</p>  <p>Draw a line under the one that is different.</p>  <p>Circle the one that is like the first.</p> <p>A C D E <u>A</u></p>	<p>1- 1. skill sheets 1-5.</p>	
<p>2- Draw a line under the one on the left.</p>  <p>Circle the one on the right</p> 	<p>2- 1. skill sheets 1-5. 2. Ideal Tape 2705-6 worksheet 2706-6-2</p>	

LEVEL III - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 03-03-03</p> <p>Reads orally a selection with expression by recognizing the purpose of periods, question marks and exclamation marks.</p>	<p>3- Read this paragraph to your teacher. Be sure you make your reading sound like the punctuation marks tell you.</p> <p>"Run fast Ann!" called Sam. "Where are we going?" Ann asked. "We are going to the circus," Sam said.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. skill sheets 1-5. 2. Story books from library corner. 3. Selections from reading books.
<p>4- 03-03-04</p> <p>Reads orally a sentence or short paragraph and pauses at the comma when the comma is used in the following ways:</p> <ol style="list-style-type: none"> a. in a series b. complex sentences c. compound sentences d. addressing a person e. following an exclamation. 	<p>4- Read this sentence to your teacher. Be sure to pause when you come to a comma,</p> <p>Ann is wearing her mask, wig, hat and witch dress to the party.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Teacher should show and discuss the function of a comma with the child or group. Put several sentences on the overhead or chalkboard. Have child circle all the commas and practice reading the selections until he understands the use of the comma. 2. Skill sheets 1-5.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Read this paragraph to your teacher. Be sure you make your reading sound like the punctuation marks tell you.</p> <p>"Run fast Ann!" called Sam. "Where are we going?" Ann asked. "We are going to the circus," Sam said.</p>	<p>3- 1. skill sheets 1-5. 2. Story books from library corner. 3. Selections from reading books.</p>	<p>3- 1. Puppet plays. 2. Dramatize a story from library book or reading text.</p>
<p>4- Read this sentence to your teacher. Be sure to pause when you come to a comma,</p> <p>Ann is wearing her mask, wig, hat and witch dress to the party.</p>	<p>4- 1. Teacher should show and discuss the function of a comma with the child or group. Put several sentences on the overhead or chalkboard. Have child circle all the commas and practice reading the selections until he understands the use of the comma. 2. Skill sheets 1-5.</p>	

LEVEL IV - Related to Reading

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 04-03-01</p> <p>Identifies proper names as those that begin with a capital letter by writing them correctly in a given sentence.</p>	<p>1- Read each sentence and the two words after it. Circle the correct word.</p> <p>Bill can read the book to _____. Sam Sam</p>	<p>1- 1. From flash cards have children pick out cards that are the of people. Show child how each name begins with a capital letter. 2. Put names of several children on board. Ask class how these names begin. Have each child write his own name using a capital letter. 3. Skill sheets 1-5. 4. Ginn Elementary English I-2, page 62. 5. Ginn Elementary English II-1, pages 2, 6, 8, 10, 14, 46, 68</p>
<p>2- 04-03-02</p> <p>Uses capital letter to begin the first word of a written sentence.</p>	<p>2- Put an X before every sentence that does not begin with a capital.</p> <p>Write the first word in these sentences correctly.</p> <p>(his) _____ name is Tom.</p> <p>(run) _____ fast, Betty.</p>	<p>2- 1. Ginn Elementary English I-2, pages 6-7, 55, 61, 62. 2. Ginn Elementary English II-1, pages 3, 6, 10, 13, 16, 23, 46, 50. 3. Skill sheets 1-5. 4. IMC T.O. 252-2 Transparencies #13- A.B.K.J</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Read each sentence and the two words after it. Circle the correct word.</p> <p>Bill can read the book to _____. sam Sam</p>	<p>1- 1. From flash cards have children pick out cards that are the of people. Show child how each name begins with a capital letter. 2. Put names of several children on board. Ask class how these names begin. Have each child write his own name using a capital letter. 3. Skill sheets 1-5. 4. Ginn Elementary English I-2, page 62. 5. Ginn Elementary English II-1, pages 2, 6, 8, 10, 14, 46, 68.</p>	<p>1- 1. Give children cards containing names, with first letter missing. Child selects first letter to finish the name. 2. Hayes Language Transparencies: Grade 1- 2,3,5,7,9 Grade 2- 1,2,4,5,6 3. Filmstrips # 457-2 # 277-2</p>
<p>2- Put an X before every sentence that does not begin with a capital.</p> <p>Write the first word in these sentences correctly.</p> <p>(his) _____ name is Tom.</p> <p>(run) _____ fast, Betty.</p>	<p>2- 1. Ginn Elementary English I-2, pages 6-7, 55, 61, 62. 2. Ginn Elementary English II-1, pages 3, 6, 10, 13, 16, 23, 46, 50. 3. Skill sheets 1-5. 4. IMC T.O. 252-2 Transparencies #13- A.B.K.J</p>	<p>1. Filmstrip #277-2 #457-2</p>

LEVEL IV - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 04-03-03</p> <p>Places a period at the end of a group of words that tell a complete thought.</p>	<p>3- Put a period at the end of each group of words that make a complete sentence.</p> <p>1.Sam ran after Nip. 2.On the ship 3.Sam is on the ship.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ginn Elementary English I-2, pages 55-56. 2. Ginn Elementary English II-1, pages 3, 6, 10, 15, 23, 46, 4 3. Skill sheets 1-5. 4. Transparencies IMC T.O. 252-2 # 13- B,D,E,F
<p>4- 04-03-04</p> <p>Places a question mark at the end of a group of words that ask a question.</p>	<p>4- Put a question mark at the end of each sentence that asks a question.</p> <p>1. Ann has Sam's hat 2. Did Sam get his hat? 3. Can Ann hit Sam?</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ginn Elementary English I-2, page 56. 2. Ginn Elementary English II-1, pages 10, 15, 16, 23, 43. 3. Skill sheets 1-5. 4. Transparencies IMC T.O. 252- # 13-D,G,J,K

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Put a period at the end of each group of words that make a complete sentence.</p> <p>1.Sam ran after Nip. 2.On the ship 3.Sam is on the ship.</p>	<p>3- 1. Ginn Elementary English I-2, pages 55-56. 2. Ginn Elementary English II-1, pages 3, 6, 10, 15, 23, 46, 47. 3. Skill sheets 1-5. 4. Transparencies IMC T.O. 252-2 # 13- B,D,E,F</p>	<p>3- 1. Hays Language Transparencies Grade I pg. 4 Grade 2 pg. 3 2. Instructo Overlay # 871-11 3. Filmstrips #626, 848, 273-2, 275</p>
<p>4- Put a question mark at the end of each sentence that asks a question.</p> <p>1. Ann has Sam's hat 2. Did Sam get his hat? 3. Can Ann hit Sam?</p>	<p>4- 1. Ginn Elementary English I-2, page 56. 2. Ginn Elementary English II-1, pages 10, 15, 16, 23, 43. 3. Skill sheets 1-5. 4. Transparencies IMC T.O. 252-2 # 13-D,G,J,K</p>	<p>4- 1. Hays Language Transparencies Book I pg. 11 Book 2 pg. 3 2. Instructo overlays # 871-11, 871-5 3. Filmstrips #626, 848, 273-2, 275</p>

LEVEL IV - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5-</p> <p>04-03-05</p> <p>Places commas between words used in a series</p>	<p>5-</p> <p>Jim ate cereal, fruit, eggs and toast for breakfast.</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Put sentences on board. Have children circle the commas. 2. Put sentences on board. Have children put in the commas 3. IMC Transparencies T.O. 253 14-14-C
<p>6-</p> <p>04-03-06</p> <p>Reads a selection and assigns a symbol to any proper name as a replacement for reading that name.</p>	<p>6-</p> <p>Read the paragraph. When you come to a name use your name or a friend's name in place of the name in the story. (Show children how they can use this method to get meaning from a sentence when they come to proper names they cannot read.</p> <p>Pricilla and Daphane ran to the house.</p> <p>(June) and (Ann) ran to the house.</p>	<p>6-</p> <ol style="list-style-type: none"> 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5-</p> <p>Jim ate cereal, fruit, eggs and toast for breakfast.</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Put sentences on board. Have children circle the commas. 2. Put sentences on board. Have children put in the commas 3. IMC Transparencies T.O. 253 14-B 14-C 	<ol style="list-style-type: none"> 1. Filmstrip #619 Comma in a series Filmstrip # 905 Presenting the comma Part I 2. Instruct overlay # 871-7
<p>6-</p> <p>Read the paragraph. When you come to a name use your name or a friend's name in place of the name in the story. (Show children how they can use this method to get meaning from a sentence when they come to proper names they cannot read.</p> <p>Pricilla and Daphane ran to the house.</p> <p>(June) and (Ann) ran to the house.</p>	<p>6-</p> <ol style="list-style-type: none"> 1. 5 skill sheets 	<p>6-</p>

LEVEL V - Related to Reading

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 05-03-01</p> <p>Identifies exclamation marks by circling them in a sentence.</p>	<p>1- Look ! Here comes the train!</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Ginn Elementary English II-1 page 16 of teacher's guide. 2. Skill sheets 1-5. 3. Transparencies IMC T.O. 252-13 P, 13 Q
<p>2- 05-03-02</p> <p>Writes a simple sentence when dictated by the teacher using correct capitalization, punctuation and spelling.</p>	<p>2-</p> <p>Sam gave Mother and Ann some cookies, sandwiches and bananas.</p> <p>Can Sam sail the toy ship?</p>	<p>2-</p> <ol style="list-style-type: none"> 1. Use words and sentences from students reading, spelling, or language lesson for dictation. 2. Skill sheets 1-5.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Look ! Here comes the train!</p>	<p>1- 1. Ginn Elementary English II-1, page 16 of teacher's guide. 2. Skill sheets 1-5. 3. Transparencies IMC T.O. 252-2 13 P, 13 Q</p>	
<p>2- Sam gave Mother and Ann some cookies, sandwiches and bananas. Can Sam sail the toy ship?</p>	<p>2- 1. Use words and sentences from students reading, spelling, or language lesson for dictation. 2. Skill sheets 1-5.</p>	

LEVEL VI - Related to Reading

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 06-03-01</p> <p>Indicates strong feeling with use of exclamation points by placing them at proper places in given sentences read orally.</p>	<p>1- Read this sentence: orally. Stop don't run so fast.</p> <p>"Does this sentence express strong feeling? Which word would you say strongest? Put an exclamation point there."</p> <p>Stop! don't run so fast!</p>	<p>1- 1. Ginn Elementary English II-1, teacher's guide, page 16. 2. Skill sheets 1-5.</p>
<p>2- 06-03-02</p> <p>Identifies quotation marks by circling them in a sentence.</p>	<p>2- Circle the quotation marks in this sentence.</p> <p>"Hurry," said Sue, "We must get to the bus stop before the bus comes."</p>	<p>2- 1. Transparencies IMC T.O. 253 14 F, 14 G, 14 H, 14 I 2. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Read this sentence: orally. Stop don't run so fast.</p> <p>"Does this sentence express strong feeling? Which word would you say strongest? Put an exclamation point there."</p> <p>Stop! don't run so fast!</p>	<p>1- 1. Ginn Elementary English II-1, teacher's guide, page 16. 2. Skill sheets 1-5.</p>	
<p>2- Circle the quotation marks in this sentence.</p> <p>"Hurry," said Sue, "We must get to the bus stop before the bus comes."</p>	<p>2- 1. Transparencies INC T.O. 253 14 F, 14 G, 14 H, 14 I 2. 5 skill sheets</p>	<p>2- Instructor overlay #871-15, 871-17</p>

LEVEL VI - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 06-03-03</p> <p>Writes a simple sentence using correct punctuation, capitalization and spelling.</p>	<p>3- Write a sentence on your paper. Be sure to spell your words correctly, use correct punctuation and capital letters.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ginn Elementary English I-2, pages 65-67. 2. Ginn Elementary English II-1, pages 6, 10, 13, 14, 15, 16, 23, 25. 3. Use words from spelling list sentences. 4. Skill sheets 1-5.
<p>4- 06-03-04</p> <p>Reads orally a selection with expression by recognizing the purpose of periods, question marks, exclamation marks, colons and exposition marks.</p>	<p>4- Child reads orally to the teacher any selection on his reading level.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Skill sheets 1-5. 2. When child reads a selection especially well he may read it orally to a group and put it on tape.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Write a sentence on your paper. Be sure to spell your words correctly, use correct punctuation and capital letters.</p>	<p>3- 1. Ginn Elementary English I-2, pages 65-67. 2. Ginn Elementary English II-1, pages 6, 10, 13, 14, 15, 16, 21, 23, 25. 3. Use words from spelling list in sentences. 4. Skill sheets 1-5.</p>	<p>3- 1. Write a sentence about a picture.</p>
<p>4- Child reads orally to the teacher any selection on his reading level.</p>	<p>4- 1. Skill sheets 1-5. 2. When child reads a selection especially well he may read it orally to a group and put it on tape.</p>	<p>4- 1. Sullivan Story Books. 2. Other basal reader a child is using. 3. Library Books.</p>

LEVEL VI - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 06-03-05</p> <p>Selects the word with the configuration that is asked for in the direction.</p>	<p>5- Circle the tall letters.</p> <p>b f a c d</p> <p>Circle the letters in this word that have tails.</p> <p>b i g g e r</p> <p>Underline the tall word.</p> <p>use same <u>fall</u></p>	<p>5- 1. Skill sheets 1-5.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Circle the tall letters.</p> <p>(b) (f) a c (d)</p> <p>Circle the letters in this word that have tails.</p> <p>b i (g) (g) e r</p> <p>Underline the tall word.</p> <p>use same <u>fall</u></p>	<p>5- 1. Skill sheets 1-5.</p>	

LEVEL VII - Related to Reading

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 07-03-01</p> <p>Writes quotation marks, indicating what was said.</p>	<p>1- Read this sentence.</p> <p>Walter said, Hurry Sam, the game is ready to start.</p> <p>What are the words someone is saying? Put quotation marks around these words.</p> <p><u>Walter said, "Hurry Sam, the game is ready to start."</u></p>	<p>1- 1. Skill sheets 1-5</p>
<p>2- 07-03-01</p> <p>Writes sentences requiring periods, question marks, exclamation marks and quotation marks.</p>	<p>2- Write a sentence that tells something. Write a sentence that asks a question. Write a sentence that shows strong feeling or excitement. Write a sentence in which someone is talking.</p>	<p>2- 1. Skill sheets 1-5.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Read this sentence.</p> <p>Walter said, Hurry Sam, the game is ready to start.</p> <p>What are the words someone is saying? Put quotation marks around these words.</p> <p><u>Walter said, "Hurry Sam, the game is ready to start."</u></p>	<p>1- 1. Skill sheets 1-5</p>	<p>1- 1. Film strip #272, 461</p>
<p>2- Write a sentence that tells something. Write a sentence that asks a question. Write a sentence that shows strong feeling or excitement. Write a sentence in which someone is talking.</p>	<p>2- 1. Skill sheets 1-5.</p>	

UNIT: Vocabulary Development

a _____
 and _____
 animal _____
 Ann _____
 Ann's _____
 at _____
 away _____
 bad _____
 bag _____
 bags _____
 bat _____
 bed _____
 being _____
 best _____
 big _____
 bigger _____
 biggest _____
 boat _____
 box _____
 boy _____
 but _____
 by _____
 cake _____
 can _____
 cannot _____
 car _____
 cars _____
 circle _____
 circles _____
 color _____
 colored _____
 colors _____
 come _____
 coming _____
 cross _____
 cup _____
 down _____
 draw _____

farm _____
 farms _____
 fat _____
 father _____
 food _____
 for _____
 fox _____
 fun _____
 funny _____
 game _____
 games _____
 go _____
 goat _____
 good _____
 have _____
 he _____
 hen _____
 here _____
 home _____
 house _____
 houses _____
 I _____
 in _____
 is _____
 it _____
 likes _____
 line _____
 list _____
 little _____
 look _____
 looked _____
 lot _____
 man _____
 me _____
 more _____
 mother _____

Mothers _____
 my _____
 name _____
 named _____
 names _____
 next _____
 no _____
 not _____
 of _____
 on _____
 page _____
 pet _____
 pets _____
 play _____
 played _____
 playing _____
 ran _____
 read _____
 reading _____
 ride _____
 run _____
 said _____
 saw _____
 say _____
 see _____
 she _____
 sit _____
 story _____
 supper _____
 tell _____
 telling _____
 tells _____
 the _____
 they _____
 this _____

to _____
 too _____
 Tom _____
 Tom's _____
 town _____
 tree _____
 trees _____
 truck _____
 turtle _____
 turtles _____
 up _____
 us _____
 was _____
 we _____
 will _____
 win _____
 yes _____
 you _____

COLOR WORDS

red _____
 orange _____
 yellow _____
 green _____
 blue _____
 purple _____
 brown _____
 black _____
 white _____

UNIT: Vocabulary Development

after _____	fall _____	make _____	told _____
all _____	falling _____	makes _____	top _____
am _____	falls _____	men _____	tops _____
an _____	fan _____	morning _____	under _____
another _____	fast _____	kind _____	use _____
	fish _____	kinds _____	used _____
baby _____	fishing _____	net _____	uses _____
ball _____	fly _____	old _____	using _____
barn _____	from _____	out _____	wagon _____
baseball _____	get _____	paste _____	way _____
be _____	getting _____	pig _____	ways _____
bean _____	girl _____	pond _____	were _____
beans _____	girl's _____	puppy _____	what _____
bright _____	give _____	round _____	when _____
	going _____	sand _____	which _____
call _____	grandfather _____	says _____	who _____
called _____	grandfathers _____	sea _____	why _____
came _____	grandmother _____	sleep _____	your _____
cat _____		slow _____	
cold _____	had _____	so _____	
colder _____	hat _____	some _____	
cow _____	help _____	soon _____	
cows _____	helped _____	sooner _____	
	helps _____	stand _____	
dad _____	her _____	standing _____	
day _____	hers _____	stop _____	
do _____	him _____	stops _____	
did _____	his _____	sun _____	
didn't _____	hit _____	tall _____	
dog _____	hitting _____	their _____	
dolls _____	hole _____	them _____	
	house's _____	there _____	
eat _____			
eats _____	if _____		
example _____	into _____		
examples _____	its _____		
	I've _____		

NUM

one _____
 two _____
 three _____
 four _____
 five _____
 six _____
 seven _____
 eight _____
 nine _____
 ten _____

development

all _____
 alling _____
 alls _____
 an _____
 ast _____
 ish _____
 ishing _____
 ly _____
 rom _____
 et _____
 etting _____
 irl _____
 irl's _____
 ive _____
 oing _____
 randfather _____
 randfathers _____
 randmother _____
 ad _____
 at _____
 elp _____
 elped _____
 elps _____
 er _____
 ers _____
 im _____
 is _____
 it _____
 itting _____
 ole _____
 ouse's _____
 f _____
 nto _____
 ts _____
 've _____

make _____
 makes _____
 men _____
 morning _____

kind _____
 kinds _____

net _____

old _____
 out _____

paste _____
 pig _____
 pond _____
 puppy _____

round _____

sand _____
 says _____
 sea _____

sleep _____
 slow _____

so _____
 some _____

soon _____
 sooner _____

stand _____
 standing _____

stop _____
 stops _____

sun _____

tall _____
 their _____
 them _____
 there _____

told _____
 top _____
 tops _____

under _____
 use _____

used _____
 uses _____

using _____
 wagon _____

way _____
 ways _____

were _____
 what _____

when _____
 which _____

who _____
 why _____
 your _____

NUMBER NAMES

one _____
 two _____
 three _____
 four _____
 five _____
 six _____
 seven _____
 eight _____
 nine _____
 ten _____

UNIT: Vocabulary Development

about _____	city _____	horse _____	never _____	small _____
across _____	coat _____	horses _____	new _____	snow _____
afternoon _____	coats _____	hoe _____	night _____	snows _____
again _____	cook _____		nights _____	someone _____
alike _____	cool _____	inside _____	now _____	something _____
along _____	cone _____			sorry _____
always _____	could _____	just _____	o'clock _____	spring _____
answer _____		kinder _____	once _____	stay _____
answers _____	dress _____	know _____	or _____	stayed _____
any _____		knows _____	other _____	still _____
anything _____	each _____		our _____	store _____
ask _____	early _____	larger _____	own _____	summer _____
asked _____	eggs _____	last _____	over _____	
	elephant _____	leave _____		take _____
basket _____	end _____	leaves _____	part _____	talk _____
because _____	ends _____	let _____	parts _____	than _____
been _____	ending _____	letter _____	party _____	then _____
before _____		letters _____	push _____	these _____
bird _____	families _____	life _____	put _____	thing _____
birds _____	family _____	live _____		things _____
birthday _____	far _____	lived _____	question _____	time _____
book _____	feet _____	long _____	questions _____	took _____
books _____	fell _____	longer _____		train _____
bread _____	find _____	lost _____	rabbit _____	trip _____
broken _____	finish _____		rabbits _____	
brother _____	fire _____	made _____	rain _____	until _____
brother's _____	first _____	many _____	rains _____	upon _____
brothers _____	flower _____	may _____	raining _____	
build _____	flowers _____	meat _____	ring _____	walk _____
carries _____	found _____	milk _____	road _____	walked _____
carry _____		most _____		want _____
chair _____	garden _____	mostly _____	same _____	wanted _____
child _____	gave _____	move _____	school _____	wants _____
children _____	glad _____	moved _____	schools _____	water _____
	got _____	Mr. _____	should _____	went _____
	grow _____	Mrs. _____	side _____	where _____
	grown _____		sister _____	with _____
				wood _____
				woods _____

ty _____
 at _____
 ats _____
 ok _____
 ol _____
 ne _____
 old _____
 ess _____
 th _____
 ly _____
 s _____
 phant _____
 s _____
 ing _____
 ilies _____
 ily _____
 t _____
 l _____
 d _____
 ish _____
 e _____
 st _____
 wer _____
 wers _____
 nd _____
 den _____
 e _____
 d _____
 w _____
 wn _____

horse _____
 horses _____
 hoe _____
 inside _____
 just _____
 kinder _____
 know _____
 knows _____
 larger _____
 last _____
 leave _____
 leaves _____
 let _____
 letter _____
 letters _____
 life _____
 live _____
 lived _____
 long _____
 longer _____
 lost _____
 made _____
 many _____
 may _____
 meat _____
 milk _____
 most _____
 mostly _____
 move _____
 moved _____
 Mr. _____
 Mrs. _____

never _____
 new _____
 night _____
 nights _____
 now _____
 o'clock _____
 once _____
 or _____
 other _____
 our _____
 own _____
 over _____
 part _____
 parts _____
 party _____
 push _____
 put _____
 question _____
 questions _____
 rabbit _____
 rabbits _____
 rain _____
 rains _____
 raining _____
 ring _____
 road _____
 same _____
 school _____
 schools _____
 should _____
 side _____
 sister _____

small _____
 snow _____
 snows _____
 someone _____
 something _____
 sorry _____
 spring _____
 stay _____
 stayed _____
 still _____
 store _____
 summer _____
 take _____
 talk _____
 than _____
 then _____
 these _____
 thing _____
 things _____
 time _____
 took _____
 train _____
 trip _____
 until _____
 upon _____
 walk _____
 walked _____
 want _____
 wanted _____
 wants _____
 water _____
 went _____
 where _____
 with _____
 wood _____
 woods _____

work _____
 worked _____
 working _____
 would _____
 wrote _____
 yesterday _____

UNIT 1 Vocabulary Development

ago_____	face_____	near_____	show_____	word_____
alive_____	fill_____	nearly_____	shows_____	words_____
angry_____	floor_____	nose_____	sky_____	write_____
are_____	friend_____	nosey_____	smaller_____	writer_____
around_____	friendly_____		smallest_____	
	full_____	off_____	start_____	yard_____
back_____	fully_____	only_____	started_____	year_____
beach_____		open_____	step_____	years_____
bear_____	gate_____	outside_____	stick_____	
began_____	glad_____		street_____	
begin_____	grass_____	paper_____	streets_____	
better_____	growing_____	people_____		
both_____		pick_____	table_____	
bring_____	happen_____	picked_____	taken_____	
bus_____	happy_____	picking_____	takes_____	
buy_____	head_____	picture_____	taking_____	
	heads_____	please_____	thank_____	
can't_____	hold_____	pretty_____	think_____	
clean_____	holding_____	pulled_____	thinking_____	
cleaner_____	hot_____		those_____	
cleaning_____	hotter_____	right_____	today_____	
crayon_____	hottest_____	rights_____	try_____	
crayons_____		room_____		
cry_____	keep_____		very_____	
cut_____		sat_____		
	laugh_____	seed_____	wash_____	
dam_____	left_____	seeds_____	washed_____	
dear_____	leg_____	seem_____	washing_____	
done_____	legs_____	seemed_____	wave_____	
drop_____		seems_____	waved_____	
	middle_____	send_____	wax_____	
ear_____	miss_____	sent_____	well_____	
ever_____	much_____	shall_____	wind_____	
every_____	must_____	shoe_____	without_____	
eyes_____	myself_____	shoes_____	won_____	

development

face _____
 fill _____
 floor _____
 friend _____
 friendly _____
 full _____
 fully _____
 gate _____
 glad _____
 grass _____
 growing _____
 happen _____
 happy _____
 head _____
 heads _____
 hold _____
 holding _____
 hot _____
 hotter _____
 hottest _____
 keep _____
 laugh _____
 left _____
 leg _____
 legs _____
 middle _____
 miss _____
 much _____
 must _____
 myself _____
 near _____
 nearly _____
 nose _____
 nosey _____
 off _____
 only _____
 open _____
 outside _____
 paper _____
 people _____
 pick _____
 picked _____
 picking _____
 picture _____
 please _____
 pretty _____
 pulled _____
 right _____
 rights _____
 room _____
 sat _____
 seed _____
 seeds _____
 seem _____
 seemed _____
 seems _____
 send _____
 sent _____
 shall _____
 shoe _____
 shoes _____

show _____
 shows _____
 sky _____
 smaller _____
 smallest _____
 start _____
 started _____
 step _____
 stick _____
 street _____
 streets _____
 table _____
 taken _____
 takes _____
 taking _____
 thank _____
 think _____
 thinking _____
 those _____
 today _____
 try _____
 very _____
 wash _____
 washed _____
 washing _____
 wave _____
 waved _____
 wax _____
 well _____
 wind _____
 without _____
 won _____

word _____
 words _____
 write _____
 writer _____
 yard _____
 year _____
 years _____

WEEKDAYS

Sunday _____
 Monday _____
 Tuesday _____
 Wednesday _____
 Thursday _____
 Friday _____
 Saturday _____

UNIT: Vocabulary Development

air_____	cloudy_____	higher_____	poem_____	wait_____
almost_____	cost_____	himself_____	poet_____	waiting_____
alone_____	cover_____	hotel_____	poor_____	watch_____
also_____	covered_____	hotels_____		week_____
answered_____	covering_____	hour_____	rest_____	weeks_____
arm_____	crash_____		river_____	wet_____
aunt_____	curious_____	king_____	rivers_____	while_____
authorized_____		knew_____	rock_____	wife_____
	die_____		rocks_____	wish_____
band_____	died_____	land_____		wishes_____
beautiful_____		landed_____	save_____	wishing_____
below_____	engineer_____	landing_____	saved_____	
board_____	everyone_____	learn_____	self_____	yet_____
boards_____	everything_____	learned_____	shake_____	
branches_____		less_____	slide_____	
breakfast_____	feed_____	love_____	sometimes_____	
breeze_____	feel_____		son_____	
bridge_____	fence_____	mark_____	strong_____	
brought_____	fine_____	match_____	such_____	
brush_____	flour_____	matches_____	swim_____	
burned_____	foolish_____	matching_____	swimming_____	
	free_____	might_____		
canal_____	front_____	moving_____	talked_____	
care_____			talking_____	
carefree_____	gift_____	often_____	talks_____	
careful_____	gone_____		tame_____	
careless_____	grade_____	paragraph_____	teacher_____	
carrot_____	ground_____	past_____	thought_____	
carrots_____	guess_____	pier_____	tiny_____	
catch_____		piers_____	tomorrow_____	
catching_____	hair_____	plan_____	true_____	
church_____	half_____	planned_____	turn_____	
clever_____	harder_____	planning_____	turned_____	
cleverer_____	hear_____	plant_____		
close_____	held_____	plants_____	uncle_____	
clothes_____	herself_____	planting_____	until_____	
cloud_____	high_____			

development

study _____
 it _____
 er _____
 ered _____
 ering _____
 sh _____
 ous _____

 d _____
 ineer _____
 erson _____
 erson _____
 ed _____
 el _____
 ce _____
 ne _____
 our _____
 ous _____
 ee _____
 ont _____
 ft _____
 ne _____
 ade _____
 ound _____
 ous _____
 or _____
 if _____
 nder _____
 ar _____
 d _____
 rself _____
 gh _____

higher _____
 himself _____
 hotel _____
 hotels _____
 hour _____
 king _____
 knew _____
 land _____
 landed _____
 landing _____
 learn _____
 learned _____
 less _____
 love _____
 mark _____
 match _____
 matches _____
 matching _____
 might _____
 moving _____
 often _____
 paragraph _____
 past _____
 pier _____
 piers _____
 plan _____
 planned _____
 planning _____
 plant _____
 plants _____
 planting _____

poem _____
 poet _____
 poor _____
 rest _____
 river _____
 rivers _____
 rock _____
 rocks _____
 save _____
 saved _____
 self _____
 shake _____
 slide _____
 sometimes _____
 son _____
 strong _____
 such _____
 swim _____
 swimming _____
 talked _____
 talking _____
 talks _____
 tame _____
 teacher _____
 thought _____
 tiny _____
 tomorrow _____
 true _____
 turn _____
 turned _____
 uncle _____
 until _____

wait _____
 waiting _____
 watch _____
 week _____
 weeks _____
 wet _____
 white _____
 wife _____
 wish _____
 wishes _____
 wishing _____
 yet _____

SEASONS

fall _____
 winter _____
 spring _____
 summer _____
 autumn _____

ORDINALS

first _____
 second _____
 third _____
 fourth _____
 fifth _____
 sixth _____
 seventh _____
 eight _____
 ninth _____
 tenth _____

LEVEL VII .

UNIT: Vocabulary Development

able_____	fact_____	meaning_____	really_____	twenty_____
above_____	facts_____	means_____	reason_____	visitors_____
against_____	fear_____	mile_____	reasonable_____	
age_____	felt_____	minds_____	return_____	
already_____	few_____	minute_____	rhyme_____	wade_____
among_____	fewer_____	months_____	roll_____	wading_____
appear_____	figure_____	museum_____	rollers_____	war_____
appears_____	follow_____	music_____	rules_____	wear_____
	foot_____		rush_____	west_____
became_____	frightened_____	nature_____		western_____
become_____		needs_____	scream_____	wheel_____
believe_____	gray_____	needed_____	screamed_____	whether_____
between_____	great_____	nothing_____	several_____	whole_____
body_____			short_____	whom_____
	handles_____	office_____	sign_____	whose_____
certain_____	heart_____	order_____	signs_____	wide_____
chance_____	helpful_____		since_____	wild_____
change_____	helpless_____	paint_____	sort_____	woman_____
class_____	however_____	person_____	sound_____	women_____
classes_____	human_____	pile_____	sounds_____	wonder_____
company_____	hundred_____	polite_____	spent_____	wondered_____
continue_____	hundreds_____	possible_____	splashed_____	wondering_____
course_____		pounds_____	state_____	wonders_____
court_____	idea_____	pounding_____	states_____	won't_____
courting_____	ideas_____	power_____	storm_____	wooden_____
cousin_____	I'll_____	powerful_____	study_____	world_____
cousins_____	important_____	promise_____	suppose_____	
	interest_____		supposed_____	young_____
dash_____	interested_____	quick_____	surprise_____	
demand_____		quiet_____		
different_____	law_____	quieter_____	themselves_____	
during_____	least_____	quite_____	though_____	
	lend_____	race_____	thousand_____	
either_____	lesson_____	raccoon_____	thunder_____	
eleven_____	locked_____	reach_____	tied_____	
enjoy_____		reached_____	toward_____	
enough_____	married_____	ready_____	tried_____	
evening_____	marry_____	real_____	twelve_____	

Development

ct _____
 cts _____
 ar _____
 lt _____
 w _____
 ver _____
 gure _____
 llow _____
 ot _____
 frightened _____
 ay _____
 eat _____
 ndles _____
 art _____
 pful _____
 pless _____
 wever _____
 an _____
 ndred _____
 ndreds _____
 ea _____
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 portant _____
 terest _____
 terested _____
 w _____
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 cked _____
 rried _____
 rry _____
 meaning _____
 means _____
 mile _____
 minds _____
 minute _____
 months _____
 museum _____
 music _____
 nature _____
 needs _____
 needed _____
 nothing _____
 office _____
 order _____
 paint _____
 person _____
 pile _____
 polite _____
 possible _____
 pounds _____
 pounding _____
 power _____
 powerful _____
 promise _____
 quick _____
 quiet _____
 quieter _____
 quite _____
 race _____
 raccoon _____
 reach _____
 reached _____
 ready _____
 real _____

really _____
 reason _____
 reasonable _____
 return _____
 rhyme _____
 roll _____
 rollers _____
 rules _____
 rush _____
 scream _____
 screamed _____
 several _____
 short _____
 sign _____
 signs _____
 since _____
 sort _____
 sound _____
 sounds _____
 spent _____
 splashed _____
 state _____
 states _____
 storm _____
 study _____
 suppose _____
 supposed _____
 surprise _____
 themselves _____
 though _____
 thousand _____
 thunder _____
 tied _____
 toward _____
 tried _____
 twelve _____

twenty _____
 visitors _____
 wade _____
 wading _____
 war _____
 wear _____
 west _____
 western _____
 wheel _____
 whether _____
 whole _____
 whom _____
 whose _____
 wide _____
 wild _____
 woman _____
 women _____
 wonder _____
 wondered _____
 wondering _____
 wonders _____
 won't _____
 wooden _____
 world _____
 young _____

HOLIDAYS

Valentine's Day _____
 Easter _____
 Halloween _____
 Thanksgiving _____
 Christmas _____

LEVEL VIII

UNIT: Vocabulary Development

address____
addressed____
agree____
anybody____

beside____
building____
buildings____

card____
cards____
climb____
climbed____
climbing____

dry____
dried____
dries____

even____
everywhere____

forget____

giant____
given____

heavy____
huge____

Indians____

jumpy____

library____
lose____

moon____
moons____
mountain____

newspaper____
noise____
noisy____
none____

other____
others____

peak____
playground____
point____
points____
pool____
popping____
prettier____
prince____

raft____
rugged____

scout____
shelf____
shelves____
simple____
single____
smile____
smoke____
smoked____
skyscraper____
skyscrapers____
sprout____
sprouts____
swept____

teacher's____
tired____

weeds____
whale____
whales____
whenever____

MONTHS

January____
February____
March____
April____
May____
June____
July____
August____
September____
October____
November____
December____

LEVEL IX

UNIT: Vocabulary Development

accept_____	final_____	shining_____
ability_____		skill_____
article_____	gigantic_____	snail_____
		snails_____
beaten_____	haul_____	solid_____
beneath_____	hurry_____	
beyond_____		tempt_____
blown_____	instead_____	through_____
break_____	item_____	
breaking_____	items_____	unhurried_____
brief_____		uniform_____
bunch_____	load_____	usual_____
bunches_____	loaded_____	usually_____
	loose_____	
	loosening_____	wheat_____
cable_____		wreck_____
chaff_____	main_____	
choose_____	mainly_____	yourself_____
coast_____	melt_____	
coasts_____	melted_____	
complete_____	melting_____	
curiosity_____	oxen_____	
delay_____	priceless_____	
delayed_____	proof_____	
deposit_____	protected_____	
deposited_____		
destroy_____	raise_____	
dinosaur_____	refused_____	
dinosaurs_____	regular_____	
dull_____	ribbon_____	
	rough_____	
event_____	ruin_____	
excited_____		
except_____	select_____	
expect_____		

UNIT: Vocabulary Development

abalone____
 abalones____
 accomplish____
 achievement____
 action____
 America____
 astonish____

barnacle____
 barnacles____
 behavior____
 brace____

California____
 clutch____

daughter____
 defeat____
 defeated____
 describe____
 described____
 dodge____
 donate____

earned____
 earth____
 effort____

firmly____

gained____

incident____
 included____

invite____

locate____
 located____

maintain____

Octopus____
 oyster____

plane____
 process____
 processing____
 property____

qualities____

railing____
 railway____
 railroad____
 recognition____
 responsible____

seashell____
 search____
 shell____
 shellfish____
 size____
 smooth____
 splendid____
 stirred____
 stupid____

tardy____

throw____
 thrown____
 trust____
 trustworthy____

LEVEL XI

UNIT: Vocabulary Development

advise____
aerial____
alter____
annoyed____
appearance____
approved____
approached____
attraction____

breeze____
brilliant____

character____
circular____
clever____
conscience____
contribute____
convinced____
create____
current____

dazzling____
decision____
detour____
determined____

education____

healthy____

inquire____
interrupt____
intelligent____
invest____
issue____

muscle____

prepared____

sheltered____

speak____

spirit____

streamlined____

stubborn____

style____

title____

truth____

LEVEL XII

UNIT: Vocabulary Development

concern____
conclusion____

death____
delicious____

entitled____
evidence____
excellent____

fairness____
flight____

glossy____

handles____
hung____

judged____

lying____

machines____
modern____

needle____
nervous____

oddly____
operate____

pastel____
pattern____
persuaded____
poisonous____

practical____
proclaimed____
prong____

removed____

separate____
separating____
shiver____

shivered____
shivering____
shovel____

shoveled____
shovels____

sizzling____
spearing____

special____
square____

suggest____
suggests____

summit____
surface____

taste____
task____
temperature____
traveled____

unpleasant____

vacation____

worship____
wrestle____
wrestled____
wrestling____

UNIT: Vocabulary Development

dealership____

explosives____

fashioned____

freezing____

frosty____

handfuls____

handsome____

heavy____

hitched____

importance____

lazy____

legends____

merry____

micro____

mid____

mini____

ownership____

pearl____

per____

pitchfork____

pitchforks____

platform____

possession____

poured____

privately____

probably____

products____

prompt____

protest____

remind____

required____

sensible____

sharpened____

strange____

strand____

strain____

straw____

stress____

support____

teams____

teased____

threshed____

threshers____

threshing____

useless____

vain____

valuable____

yielding____

youth____

LEVEL II - Vocabulary Development

SKILL OBJECTIVE (1)	EXAMPLE	INSTRUCTION
<p>1- 02-04-01</p> <p>Names words from the sequence vocabulary for Level II when word is shown by teacher.</p>	<p>1- Say these words to your teacher:</p> <p>_____ this</p> <p>_____ circles</p> <p>_____ it</p>	<p>1- 1. Flash cards 2. Flash-X, McGraw Hill 3. Language Master cards 4. Ben-G Puzzle "The Balloon Man" 5. Ideal Tape 2715-1 worksheet 2716-1-1 worksheet 2716-1-2 6. Dolch Picture Word Cards, Garrard 7. 12 skill sheets</p>

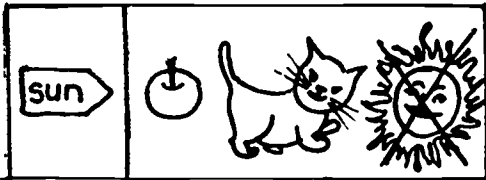
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Say these words to your teacher:</p> <p>_____ this</p> <p>_____ circles</p> <p>_____ it</p>	<p>1- 1. Flash cards</p> <p>2. Flash-X, McGraw Hill</p> <p>3. Language Master cards</p> <p>4. Ben-G Puzzle "The Balloon Man"</p> <p>5. Ideal Tape 2715-1 worksheet 2716-1-1 worksheet 2716-1-2</p> <p>6. Dolch Picture Word Cards, Garrard</p> <p>7. 12 skill sheets</p>	<p>1- 1. Word Wiggley Game</p> <p>2. Rotten Apple Game</p> <p>3. Charlie Brown Concentration Game (Del Mar)</p> <p>4. Snoopy Vocabulary Game (Del Mar)</p> <p>5. Word-O Game</p> <p>6. Scrambled Eggs</p> <p>7. Picture or Word Dictionary</p> <p>8. SWRL - unit on color</p>

LEVEL III - Vocabulary Development

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 03-04-01</p> <p>Identifies the same word beginning with both an upper and lower case letter by matching words on a worksheet.</p>	<p>1- Put a box around each word that says the same as the first word.</p> <p>Bright baseball bright call</p>	<p>1- 1. Flash cards- upper and lower case beginning letter. 2. 5 skill sheets</p>
<p>2- 03-04-02</p> <p>Reads and uses the Vocabulary for Level III</p>	<p>2- Say these words to your teacher:</p> <p>_____ dog _____ sun _____ tell</p>	<p>2- 1. 1. Flash cards 2. Language master cards 3. Flash-X, Mc Graw Hill 4. Tachistoscope 5. Read-O Game 6. 11 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Put a box around each word that says the same as the first word.</p> <p>Bright baseball bright</p> <p>call</p>	<p>1- 1. Flash cards- upper and lower case beginning letter.</p> <p>2. 5 skill sheets</p>	<p>1- 1. Concentration</p> <p>2. Word-0</p> <p>3. Commercial puzzle- write words on pie and frame.</p>
<p>2- Say these words to your teacher:</p> <p>_____ dog</p> <p>_____ sun</p> <p>_____ tell</p>	<p>2- 1.</p> <p>1. Flash cards</p> <p>2. Language master cards</p> <p>3. Flash-X, Mc Graw Hill</p> <p>4. Tachistoscope</p> <p>5. Read-0 Game</p> <p>6. 11 skill sheets</p>	<p>2- 1. Rotten Apple</p> <p>2. Concentration (e.g. Charlie Brown Del Mar)</p> <p>3. Word-0</p> <p>4. Picture or Word Dictionary</p> <p>5. Scrambled Eggs</p> <p>6. Snoopy Vocabulary (Del Mar)</p> <p>7. Make a Match Game (Title I Workshop)</p>

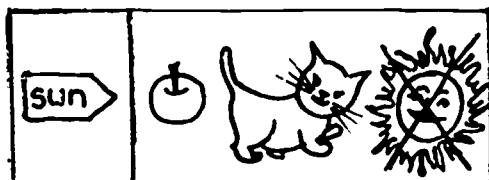
LEVEL III - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 03-04-03</p> <p>Selects the picture that illustrates the definition of a given concrete word.</p>	<p>3- Put an X on the picture that goes with the word</p> 	<p>3-</p> <ol style="list-style-type: none"> 1. Dolch Picture Word Cards, Garrard 2. 5 skill sheets

EXAMPLE

3-

Put an X on the picture
that goes with the word



INSTRUCTION

3-

1. Dolch Picture Word Cards,
Garrard
2. 5 skill sheets

SUPPLEMENTAL

3-


Around the Corner
D.M. 105 - B


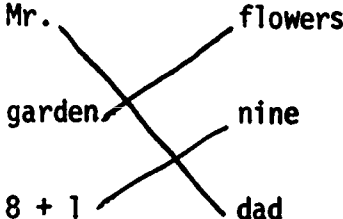
LEVEL IV - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 04-04-01</p> <p>Reads and uses the Project Vocabulary for Level IV</p>	<p>1-</p> <p>Underline the word that has the <u>best</u> meaning for the underlined word.</p> <p>1. a <u>boy</u></p> <p>A. flower</p> <p>B. <u>brother</u></p> <p>C. long</p>	<p>1-</p> <ol style="list-style-type: none"> Flash cards Language Master Cards Flash-X, Mc Graw Hill "My Puzzle Book" (Book I) Dolch Teaching Aid- Garrard Publishing Co. Dolch Picture Word Cards (G) Tachistoscope Read-O Game 8 skill sheets
<p>2- 04-04-02</p> <p>From the Vocabulary, discriminates between words of similar form by choosing the right word to complete a sentence.</p>	<p>2-</p> <p>In each sentence draw a line under the word that makes the sentence correct.</p> <p>1. The brothers have _____</p> <p>grow <u>grown</u></p>	<p>2-</p> <ol style="list-style-type: none"> 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ject V	<p>1-</p> <p>Underline the word that has the <u>best</u> meaning for the underlined word.</p> <p>1. a <u>boy</u></p> <p>A. flower</p> <p>B. <u>brother</u></p> <p>C. long</p>	<p>1-</p> <ol style="list-style-type: none"> Flash cards Language Master Cards Flash-X, Mc Graw Hill "My Puzzle Book" (Book I) Dolch Teaching Aid- Garrard Publishing Co. Dolch Picture Word Cards (Garrard) Tachistoscope Read-O Game 8 skill sheets 	<p>1-</p> <ol style="list-style-type: none"> Picture or Word Dictionary Scrambled Eggs Rotten Apple Word-O Concentration (e.g. Charlie Brown, Del) Word Wiggley Make a Match Game (Title I Workshop)
n n t	<p>2-</p> <p>In each sentence draw a line under the word that makes the sentence correct.</p> <p>1. The brothers have _____</p> <p>grow <u>grown</u></p>	<p>2-</p> <ol style="list-style-type: none"> 5 skill sheets 	<p>2-</p> <ol style="list-style-type: none"> <u>Around the Corner</u> D.M. 103 - B Just For Fun D.M. 66 - B

LEVEL IV - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 04-04-03</p> <p>Selects the picture that illustrates the definition of a given abstract word.</p>	<p>3-</p> <p>Put an X on the picture that goes with the word.</p> <p>fly </p>	<p>3-</p> <p>1. 5 skill sheets</p>
<p>4- 04-04-04</p> <p>Identifies words with similar meaning.</p>	<p>4-</p> <p>Draw a line from a word in the first list to a word in the second list that has nearly the same meaning.</p> <p>Mr. flowers garden nine 8 + 1 dad</p>	<p>4-</p> <p>1. Milton Bradley, Synonym Po Cards</p> <p>2. 5 skill sheets</p>

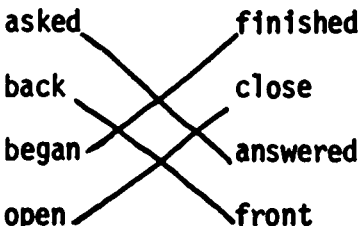
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Put an X on the picture that goes with the word.</p> 	<p>3-</p> <p>1. 5 skill sheets</p>	<p>3-</p> <p>1. Concentration</p> <p>2. Puzzles</p>
<p>4-</p> <p>Draw a line from a word in the first list to a word in the second list that has nearly the same meaning.</p> 	<p>4-</p> <p>1. Milton Bradley, Synonym Poster Cards</p> <p>2. 5 skill sheets</p>	<p>4-</p> <p>1. Concentration</p> <p>2. Puzzles</p>

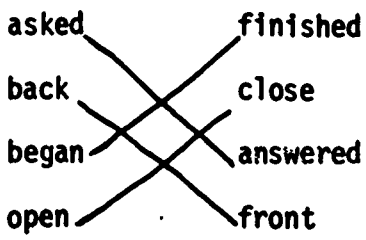
LEVEL V - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 05-04-01</p> <p>Reads and uses Vocabulary for Level V</p>	<p>1-</p> <p>Write the correct word on the blank line.</p> <p>1. I will write on <u>paper</u>.</p> <p>2. They came on <u>Saturday</u>.</p> <p>Saturday people paper</p>	<p>1-</p> <ol style="list-style-type: none"> Flash cards Language master cards Flash-X, McGraw Hill "My Puzzle Book" (Book 2) Dolch Teaching Aid-Garrard Publishing Co. Dolch Picture Word Cards, Garrard Tachistoscope Read-O Game 9 skill sheets
<p>2- 05-04-02</p> <p>Discriminates between four or more letter words of similar form by choosing the correct word to complete the sentence.</p>	<p>2-</p> <p>Underline the word that completes the sentence.</p> <p>1. Will you come to the ____.</p> <p>take <u>table</u> taken</p>	<p>2-</p> <ol style="list-style-type: none"> 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Write the correct word on the blank line.</p> <p>1. I will write on <u>paper</u>.</p> <p>2. They came on <u>Saturday</u>.</p> <p>Saturday people paper</p>	<p>1-</p> <ol style="list-style-type: none"> Flash cards Language master cards Flash-X, McGraw Hill "My Fuzzle Book" (Book 2) Dolch Teaching Aid-Garrard Publishing Co. Dolch Picture Word Cards, Garrard Tachistoscope Read-0 Game 9 skill sheets 	<p>1-</p> <ol style="list-style-type: none"> Picture or Word Dictionary Word Wiggley Concentration Word-0 Scrambled Eggs Rotten Apple Make a Match (Title I Workshop)
<p>2-</p> <p>Underline the word that completes the sentence.</p> <p>1. Will you come to the ____.</p> <p>take <u>table</u> taken</p>	<p>2-</p> <ol style="list-style-type: none"> 5 skill sheets 	<p>2-</p> <ol style="list-style-type: none"> Use the Correct Word- (DelMar) Real and Make-Believe - Workbook p. 103 Around the Corner Workbook p. 30

LEVEL V - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 05-04-03</p> <p>Identifies words with opposite meanings.</p>	<p>3- Draw a line from each word in the first list to the word in the second list that has the opposite meaning.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>asked</p> <p>back</p> <p>began</p> <p>open</p> </div> <div style="text-align: center;"> <p>finished</p> <p>close</p> <p>answered</p> <p>front</p> </div> </div> 	<p>3-</p> <ol style="list-style-type: none"> 1. Milton Bradley- Antonym Post Cards 2. Instructo Activity Kit "Discovering Opposites" 3. Ideal Magic Card 2712 Classification and Opposites 4. Ideal Tape 2715-5 worksheet 2716-5-1 5. Ideal Tape 2715-4 worksheet 2716-4-2 6. Ideal Pegboard Pictures 271 Classification and Opposites 7. Ideal transparencies 2719-4 8. 5 skill sheets
<p>4- 05-04- 04</p> <p>Identifies the specific meaning of a word with multiple meanings.</p>	<p>4- X the correct meaning of the underlined word.</p> <p>Tom has a <u>full</u> face.</p> <p>filled round small</p>	<p>4-</p> <ol style="list-style-type: none"> 1. 4 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Draw a line from each word in the first list to the word in the second list that has the opposite meaning.</p> <div style="display: flex; justify-content: space-around;"> <div> <p>asked</p> <p>back</p> <p>began</p> <p>open</p> </div> <div> <p>finished</p> <p>close</p> <p>answered</p> <p>front</p> </div> </div> 	<p>3-</p> <ol style="list-style-type: none"> 1. Milton Bradley- Antonym Poster Cards 2. Instructo Activity Kit "Discovering Opposites" 3. Ideal Magic Card 2712 Classification and Opposites 4. Ideal Tape 2715-5 worksheet 2716-5-1 5. Ideal Tape 2715-4 worksheet 2716-4-2 6. Ideal Pegboard Pictures 271-1 Classification and Opposites 7. Ideal transparencies 2719-4-5 8. 5 skill sheets 	<p>3-</p> <ol style="list-style-type: none"> 1. Word -0, Opposites 2. <u>Real and Make-Believe</u>, D.W. 133 B
<p>4-</p> <p>X the correct meaning of the underlined word.</p> <p>Tom has a <u>full</u> face.</p> <p>filled round small</p>	<p>4-</p> <ol style="list-style-type: none"> 1. 4 skill sheets 	<p>4-</p> <ol style="list-style-type: none"> 1. Dictionary

LEVEL VI - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 06-04-01</p> <p>Reads and uses the Vocabulary for Level VI</p>	<p>1-</p> <p>Put an X on the line that goes with the meaning of the underlined word.</p> <p><u>cloudy</u></p> <p>_____ canal</p> <p>_____ cover</p> <p>_____ matches words</p> <p><u>X</u> not clear</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-0 Game 6. 7 skill sheets
<p>2- 06-04-02</p> <p>Identifies correct homonyms.</p>	<p>2-</p> <p>Draw a line between the two words that sound alike.</p> <p>sun _____ seam</p> <p>seem _____ maid</p> <p>made _____ meat</p> <p>meet _____ son</p>	<p>2-</p> <ol style="list-style-type: none"> 1. Milton Bradley- Homonym Posters Cards 2. 4 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Put an X on the line that goes with the meaning of the underlined word.</p> <p><u>cloudy</u></p> <p>_____ canal</p> <p>_____ cover</p> <p>_____ matches words</p> <p><u>X</u> not clear</p>	<p>1-</p> <ol style="list-style-type: none"> Flash Cards Language master cards Flash-X, McGraw-Hill Tachistoscope Read-O Game 7 skill sheets 	<p>1-</p> <ol style="list-style-type: none"> Picture or Word Dictionary Rotten Apple Word Wiggley Concentration Word-O Scrambled Eggs Basic Goals in Spelling Book 4- p.21 Make a Match Game (Title I Workshop)
<p>2-</p> <p>Draw a line between the two words that sound alike.</p> <p>sun seam</p> <p>seem maid</p> <p>made meat</p> <p>meet son</p>	<p>2-</p> <ol style="list-style-type: none"> Milton Bradley- Homonym Poster Cards 4 skill sheets 	<p>2-</p> <ol style="list-style-type: none"> Concentration Crossword Puzzle Cards (Del Mar)

LEVEL VI - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 06-04-03</p> <p>Matches abstract words with phrases which have similar meanings.</p>	<p>3-</p> <p>Underline the phrase that gives the best meaning of the underlined word.</p> <p><u>close</u> up high</p> <p> far apart</p> <p> <u>near together</u></p>	<p>3-</p> <p>1. Random House Skill Pacers, Yellow # 3</p> <p>2. 6 skill sheets</p>
<p>4- 06-04-04</p> <p>Matches concrete words with phrases that have similar meanings.</p>	<p>4-</p> <p>Draw a line under the phrase that gives the meaning for the underlined word.</p> <p><u>breakfast</u></p> <p>a. a morning nap</p> <p>b. a morning swim</p> <p>c. <u>a morning meal</u></p>	<p>4-</p> <p>1. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Underline the phrase that gives the best meaning of the underlined word.</p> <p><u>close</u> up high</p> <p> far apart</p> <p> <u>near together</u></p>	<p>3-</p> <p>1. Random House Skill Pacers, Yellow # 3</p> <p>2. 6 skill sheets</p>	<p>3-</p> <p>1.. Puzzle</p> <div data-bbox="1147 290 1524 368"> <p>close } near together</p> </div>
<p>4-</p> <p>Draw a line under the phrase that gives the meaning for the underlined word.</p> <p><u>breakfast</u></p> <p>a. a morning nap</p> <p>b. a morning swim</p> <p>c. <u>a morning meal</u></p>	<p>4-</p> <p>1. 5 skill sheets</p>	<p>4-</p> <p>1. Puzzle</p> <div data-bbox="1155 838 1532 932"> <p>breakfast } a morning meal</p> </div>

LEVEL VII - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 07-04-01</p> <p>Identifies the word which correctly completes a sentence.</p>	<p>1-</p> <p>Underline the word that completes the sentence.</p> <p>1. We are five _____ from home.</p> <p>(<u>miles</u>, man, make)</p>	<p>1-</p> <p>1. 7 skill sheets</p>
<p>2- 07-04-02</p> <p>Identifies words with multiple meanings.</p>	<p>2-</p> <p>Underline the word that is the same in each sentence, but has a different meaning. Write the number on the line to show the correct meaning.</p> <p>a. My family is taking a <u>trip</u>. <u>2</u></p> <p>b. Do not <u>trip</u> on the rock. <u>1</u></p> <p>1. to fall 2. vacation</p>	<p>2-</p> <p>1. Ideal Dictionary Skills 2764--16 "Multiple Meaning of Words."</p> <p>2. Random House Skill Pacers, Yellow #3</p> <p>3. 6 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Underline the word that completes the sentence.</p> <p>1. We are five _____ from home.</p> <p>(<u>miles</u>, man, make)</p>	<p>1-</p> <p>1. 7 skill sheets</p>	<p>1-</p> <p>1. Sullivan work-books</p>
<p>2-</p> <p>Underline the word that is the same in each sentence, but has a different meaning. Write the number on the line to show the correct meaning.</p> <p>a. My family is taking a <u>trip</u>. <u>2</u></p> <p>b. Do not <u>trip</u> on the rock. <u>1</u></p> <p>1. to fall</p> <p>2. vacation</p>	<p>2-</p> <p>1. Ideal Dictionary Skills 2764--16 "Multiple Meaning of Words."</p> <p>2. Random House Skill Pacers, Yellow #3</p> <p>3. 6 skill sheets</p>	<p>2-</p> <p>1. Dictionary</p>

LEVEL VII - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 07-04-03</p> <p>Identifies antonym for specified words when these words are presented in sentences.</p>	<p>3-</p> <p>Draw a line under the word in the sentence that is opposite of the underlined word.</p> <p><u>above</u></p> <p>From the airplane we could see the fields <u>below</u>.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Milton Bradley- Antonym Post Cards 2. Instructo Activity Kit "Discovering Opposites" 3. Ideal Pegboard Pictures Classification and Opposites 271-1 4. Ideal Magic Cards 2712 Classification and Opposites 5. 5 skill sheets
<p>4- 07-04-04</p> <p>Reads and uses the Vocabulary for Level VII</p>	<p>4-</p> <p>Underline the word that has the best meaning for the first underlined phrase.</p> <ol style="list-style-type: none"> 1. <u>to be certain</u> <ol style="list-style-type: none"> a. <u>sure</u> b. however c. always 	<p>4-</p> <ol style="list-style-type: none"> 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-0 Game 6. 10 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Draw a line under the word in the sentence that is opposite of the underlined word.</p> <p><u>above</u></p> <p>From the airplane we could see the fields <u>below</u>.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Milton Bradley- Antonym Poster Cards 2. Instructo Activity Kit "Discovering Opposites" 3. Ideal Pegboard Pictures Classification and Opposites 271-1 4. Ideal Magic Cards 2712 Classification and Opposites 5. 5 skill sheets 	<p>3-</p> <ol style="list-style-type: none"> 1. Word-0 2. Concentration 3. SRA Reading Lab., II C green cards 3,8,13,18 (Part C) orange cards 3,7,11 (Part D) 4. All Through the Year workbook p. 66 5. Around the Corner workbook p. 15
<p>4-</p> <p>Underline the word that has the best meaning for the first underlined phrase.</p> <p>1. <u>to be certain</u></p> <p>a. <u>sure</u></p> <p>b. however</p> <p>c. always</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-0 Game 6. 10 skill sheets 	<p>4-</p> <ol style="list-style-type: none"> 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Word Wiggley 4. Rotten Apple 5. Word-0 Game 6. Concentration (e.g. Charlie Brown, Del Mar) 7. Snoopy Vocabulary Game, Del Mar 8. "Make a Match Game" (Title I Workshop)

LEVEL VIII - Vocabulary Development

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 08-04-01</p> <p>Identifies synonyms for specified words when these words are presented in a sentence.</p>	<p>1-</p> <p>Circle a word under each sentence that means the same as the underlined word in the sentence.</p> <p>1. Steve will <u>look</u> around the door.</p> <p>(peek) point climb</p>	<p>1-</p> <p>1. Milton Bradley Synonym Post Cards</p> <p>2. 6 skill sheets</p>
<p>2- 08-04-02</p> <p>Writes the correct word from a given list when the meaning is stated in a sentence.</p>	<p>2-</p> <p>Write the correct word on the blank space.</p> <p>1. The number on my house is called my <u>address</u></p> <p>agree address already</p>	<p>2-</p> <p>1. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Circle a word under each sentence that means the same as the underlined word in the sentence.</p> <p>1. Steve will <u>look</u> around the door.</p> <p><u>peek</u> point climb</p>	<p>1-</p> <p>1. Milton Bradley Synonym Poster Cards</p> <p>2. 6 skill sheets</p>	<p>1-</p> <p>1. Synonym Concentration</p> <p>2. <u>From Faraway Places</u> pp.28,37,55,75</p> <p>3. SRA Reading Lab,IIA, aqua cards 1, Part E</p> <p>4. SRA Reading Lab,IIC, orange cards, 3,7,11 (Part C)</p>
<p>2-</p> <p>Write the correct word on the blank space.</p> <p>1. The number on my house is called my <u>address</u></p> <p>agree address already</p>	<p>2-</p> <p>1. 5 skill sheets</p>	<p>2-</p>

LEVEL VIII - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 08-04-03</p> <p>Chooses the correct homonym for a particular context.</p>	<p>3-</p> <p>Complete each sentence by circling the correct word. (homonym)</p> <p>1. There was _____ on the grass this morning.</p> <p>due dew</p>	<p>3-</p> <p>1. Milton Bradley- Homonym Post cards. 2. Ideal Spelling tape lesson, worksheet 2806-9-2 3. 5 skill sheets</p>
<p>08-04-04</p> <p>Identifies the multiple meanings of words by using the given words in sentences.</p>	<p>4-</p> <p>Use a word from the first sentence to finish the second sentence. The word will have a different meaning in sentence B than it had in sentence A.</p> <p>A. Long ago I lived with my family on a farm.</p> <p>B. Sometimes I long for those good old days.</p>	<p>4-</p> <p>1. Ideal: Dictionary Skills # 2764-16 Multiple Meanings of Words 2. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Complete each sentence by circling the correct word. (homonym)</p> <p>1. There was _____ on the grass this morning.</p> <p>due dew</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Milton Bradley- Homonym Poster cards. 2. Ideal Spelling _____ tape lesson, worksheet 2806-9-2 3. 5 skill sheets 	<p>3-</p> <ol style="list-style-type: none"> 1. Concentration 2. Crossword Puzzle card, Del Mar 3. Homonym Hunt card, Del Mar 4. Basic Goals in Spelling (Book 2- Unit 31) Book 3 - Unit 27,28 5. From Faraway Places workbook p. 70 6. SRA Reading Lab, II a tan cards 2,7,12-Part C 7. SRA Reading Lab. IIb tan cards 2,6,10-Part C gold cards 7,10-Part C 8. SRA Reading Lab. II C aqua 2,6,10 Part D purple 7,10 Part D orange 2,6,10 Part D blue 3,7,11 Part D brown 4,8,12 Part C
<p>4-</p> <p>Use a word from the first sentence to finish the second sentence. The word will have a different meaning in sentence B than it had in sentence A.</p> <p>s. s.</p> <p>A. Long ago I lived with my family on a farm.</p> <p>B. Sometimes I long _____ for those good old days.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal: Dictionary Skills # 2764-16 Multiple Meaning of Words 2. 5 skill sheets 	<p>4-</p> <ol style="list-style-type: none"> 1. From Faraway Places. D.M. 237 B 2. Bicycles to Bomerangs p. 71 -72

LEVEL VIII - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 08-04-05</p> <p>Reads and uses the vocabulary for Level VIII</p>	<p>5-</p> <p>Write in the correct word to complete the sentence.</p> <p>We <u>climbed</u> the steps to the the library.</p> <p>(climbed, card, climbs)</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read - O Game 6. 6 skiTl sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>Write in the correct word to complete the sentence.</p> <p>We <u>climbed</u> the steps to the the library.</p> <p>(climbed, card, climbs)</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read - O Game 6. 6 skiTl sheets 	<p>5-</p> <ol style="list-style-type: none"> 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Word Wiggiey Game 4. Rotten Apple Game 5. Concentration (e.g. Charlie Brown, Del Mar) 6. Snoopy Vocabulary Game, Del Mar 7. Basic Goals in Spelling Book 4, Unit 35 8. Make a Match Game (Title I workshop)

LEVEL IX - Vocabulary Development

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 09-04-01</p> <p>Reads and uses the vocabulary for Level IX</p>	<p>1-</p> <p>Underline the correct word to complete the sentence.</p> <p>1. The oxen was breaking _____ the fence.</p> <p>a. mainly b. <u>through</u></p> <p>c. complete</p>	<p>1-</p> <p>1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 6 skill sheets</p>
<p>2- 09-04-02</p> <p>Reads a selection and assigns a symbol to any proper name as a replacement for reading that name.</p>	<p>2-</p> <p>Read this poem and the same poem below it. Notice the second time the poem is written, symbols have been put in place of the names that may be hard for you to read.</p> <p>Boats that carry sugar And tobacco from Havana: Boats that carry coconuts And coffee from Brazil; Boats that carry cotton From the city of Savannah; Boats that carry anything From any place you will.</p> <p>Boats that carry sugar And tobacco from A; Boats that carry coconuts And coffee from B;</p>	<p>2-</p> <p>1. 7 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Underline the correct word to complete the sentence.</p> <p>1. The oxen was breaking _____ the fence.</p> <p>a. mainly b. <u>through</u></p> <p>c. complete</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 6 skill sheets 	<p>1-</p> <ol style="list-style-type: none"> 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Concentration (e.g. Charlie Brown, Del Mar) 4. Word-O 5. Snoopy Vocabulary game, Del Mar) 6. Word Wiggley 7. Make a Match Game (Title I Workshop)
<p>2-</p> <p>Read this poem and the same poem below it. Notice the second time the poem is written, symbols have been put in place of the names that may be hard for you to read.</p> <p>Boats that carry sugar And tobacco from Havana: Boats that carry coconuts And coffee from Brazil; Boats that carry cotton From the city of Savannah; Boats that carry anything From any place you will.</p> <p>Boats that carry sugar And tobacco from A; Boats that carry coconuts And coffee from B;</p>	<p>2-</p> <ol style="list-style-type: none"> 1. 7 skill sheets 	<p>2-</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>2 continued</p> <p>Boats that carry cotton From the city of C; Boats that carry anything From any place you will.</p> <p>Now answer these questions using the second poem for your answers.</p> <ol style="list-style-type: none"> 1. Where does tobacco come from? <u>A (Havana)</u> 2. <u>B (Brazil)</u> produces coffee and coconuts. 3. The only city in the poem is <u>C (Savannah)</u> <p>Now put the name in for the symbols.</p> <p>A - <u>Havana</u> _____</p> <p>B - <u>Brazil</u> _____</p> <p>C. <u>Savannah</u> _____</p> <p>Now go back to the questions and write the correct names in the () beside the symbols.</p>	<p>2 continued</p>	<p>2 continued</p>

LEVEL X - Vocabulary Development

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 10-04-01</p> <p>Selects the meaning of a specific word when the meaning is inferred but not stated in the selection.</p>	<p>1-</p> <p>Put an X beside the correct meaning of the underlined word in the sentences below.</p> <p>1. A child puts <u>trust</u> in his mother.</p> <p>_____ to hope or expect</p> <p><u>X</u> to believe and have faith</p>	<p>1-</p> <p>1. Random House Skill Pacers, Red # 14</p> <p>2. 5 skill sheets</p>
<p>2- 10-04-02</p> <p>Selects an antonym, synonym, or homonym as indicated, to complete a given sentence.</p>	<p>2-</p> <p>Write the correct word in the blank that is an antonym of the word underlined.</p> <p>1. The surface of the table is <u>rough</u>. <u>smooth</u></p> <p>a. bumpy b. smooth</p> <p>c. tall</p>	<p>2-</p> <p>1. Milton Bradley- Antonym Post cards</p> <p>2. Melton Bradley- Homonym Post cards</p> <p>3. Milton Bradley- Synonym Post cards</p> <p>4. Instructo Activity Kit "Discovering Opposites"</p> <p>5. Scholastic Ind. Reading "Reaching Beyond" worksheet M-6-15</p> <p>6. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Put an X beside the correct meaning of the underlined word in the sentences below.</p> <p>1. A child puts <u>trust</u> in his mother.</p> <p>_____ to hope or expect</p> <p><u>X</u> to believe and have faith</p>	<p>1- 1. Random House Skill Pacers, Red # 14</p> <p>2. 5 skill sheets</p>	<p>1- 1. Trade Winds T.M. - T 73, T 95</p>
<p>2- Write the correct word in the blank that is an antonym of the word underlined.</p> <p>1. The surface of the table is <u>rough</u>. <u>smooth</u></p> <p>a. lumpy b. smooth</p> <p>c. tall</p>	<p>2- 1. Milton Bradley- Antonym Poster cards</p> <p>2. Melton Bradley- Homonym Poster cards</p> <p>3. Milton Bradley- Synonym Poster cards</p> <p>4. Instructo Activity Kit, "Discovering Opposites"</p> <p>5. Scholastic Ind. Reading "Reaching Beyond" worksheet M-6-15</p> <p>6. 5 skill sheets</p>	<p>2- 1. Concentration</p> <p>2. Crossword Puzzle card Del Mar</p> <p>3. Homonym Hunt card, Del Mar</p> <p>4. Basic Goals in Spelling (Book 4 Unit 19) Book 3 Unit 27, 28 Book 5 Unit 31</p> <p>5. Trade Winds wk. book p. 72, 117</p> <p>6. SRA Reading Lab, IIa gold cards 2,7,12,17 Part C</p> <p>7. SRA IIc; green 3,7,11 Part D- red 3,7,11 Part D</p> <p>8. Trade Winds T.M. T 241- T 286-287</p>

LEVEL X - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 10-04-03</p> <p>Reads and uses Vocabulary for Level X</p>	<p>3- Put an X on the word that completes the sentence.</p> <p>1. She has many good _____.</p> <p>a. quantities b. accomplish</p> <p>c. process</p>	<p>3- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Put an X on the word that completes the sentence.</p> <p>1. She has many good _____.</p> <p>a. qualities b. accomplish</p> <p>c. process</p>	<p>3-</p> <ol style="list-style-type: none">1. Flash cards2. Language master cards3. Flash-X, McGraw-Hill4. Tachistoscope5. Read-O Game6. 5 skill sheets	<p>3-</p> <ol style="list-style-type: none">1. Picture or Word Dictionary2. Scrambled Eggs Game3. Word Wiggley Game4. Concentration5. Word-O Game6. Make a Match Game (Title I Workshop)

ILL OBJECTIVE (2)

EXAMPLE

INSTRUCTION

11-04-01

Reads and uses the
Vocabulary for Level
XI

1-

Circle the right meaning
for the word that is under-
lined.

1. a brilliant performance

a. quick

b. outstanding

c. good

1-

1. Flash cards
2. Language master cards
3. Flash-X, McGraw-Hill
4. Tachistoscope
5. Read-O
6. 4 skill sheets

2-

11-04-02

Identifies the meaning
of the underlined word
when the meaning is
implied but not stated
in the selection.

2-

Circle the letter beside
the word or words that best
explain the meaning of the
underlined word in the
sentence.

1. Mrs. Wilson was a good
cook so she prepared a
beautiful cake for her
son's birthday.

a. bought c. got ready for

b. made d. happily ate

2-

1. Random House Skill Pacers
Blue #14
2. 6 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Circle the right meaning for the word that is underlined.</p> <p>1. a <u>brilliant</u> performance</p> <p>a. quick</p> <p>b. outstanding</p> <p>c. good</p>	<p>1-</p> <ol style="list-style-type: none"> Flash cards Language master cards Flash-X, McGraw-Hill Tachistoscope Read-O 4 skill sheets 	<p>1-</p> <ol style="list-style-type: none"> Picture or Word Dictionary Scrambled Eggs Game Word-O Game Word Wiggley Concentration Make a Match Game (Title I Workshop)
<p>2- Circle the letter beside the word or words that best explain the meaning of the underlined word in the sentence.</p> <p>1. Mrs. Wilson was a good cook so she <u>prepared</u> a beautiful cake for her son's birthday.</p> <p>a. bought c. got ready for</p> <p>b. made d. happily ate</p>	<p>2-</p> <ol style="list-style-type: none"> Random House Skill Pacers Blue #14 6 skill sheets 	<p>2-</p> <ol style="list-style-type: none"> <u>Bicycles to Boomerangs</u> p. 65 66, 67, 68, 69, 70 <p>174</p>

LEVEL XII - Vocabulary Development

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 12-04-01</p> <p>Identifies the meaning of homographs in particular contexts.</p>	<p>1- Write 1 or 2 in the blank space to answer the following question.</p> <ol style="list-style-type: none"> 1. Which sentence has the homograph that means a gift? <u>2</u> 1. May I <u>present</u> the President. 2. I have a <u>present</u> for the President. 	<p>1- 1. Milton Bradley- Homonym Post card 2. Ideal: Dictionary Skills Homographs wk.sheet 2764-18 Transparency - M 3. Random House Skill Pacers Blue # 14 4. 5 skill sheets</p>
<p>2- 12-04-02</p> <p>Reads and uses the Vocabulary for Level XII</p>	<p>2- Circle one of the two definitions given for each of the words. Write a sentence using the meaning you chose.</p> <ol style="list-style-type: none"> 1. Conclusion <ol style="list-style-type: none"> a. <u>end</u> b. opinion <p><u>We clapped at the conclusion of the show.</u></p>	<p>2- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>Write 1 or 2 in the blank space to answer the following question.</p> <p>1. Which sentence has the homograph that means a gift? <u>2</u></p> <p>1. May I <u>present</u> the President.</p> <p>2. I have a <u>present</u> for the President.</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Milton Bradley- Homonym Poster card 2. Ideal: Dictionary Skills Homographs wk.sheet 2764-18 Transparency - M 3. Random House Skill Pacers Blue # 14 4. 5 skill sheets 	<p>1-</p> <ol style="list-style-type: none"> 1. Crossroads D.M. 23 2. <u>Seven Seas</u> D.M. 25 3. <u>Trade Winds</u> wk.book p. 80 D.M. 18 T.M. - T 81, T 157 T 281 4. <u>Crossroads</u> wk.book p. 81-96 TM T 297 5. <u>From Codes to Captains</u> p. 37-38
<p>2-</p> <p>Circle one of the two definitions given for each of the words. Write a sentence using the meaning you chose.</p> <p>1. Conclusion</p> <p>a. <u>end</u></p> <p>b. opinion</p> <p><u>We clapped at the conclusion of the show.</u></p>	<p>2-</p> <ol style="list-style-type: none"> 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets 	<p>2-</p> <ol style="list-style-type: none"> 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Word -O Game 4. Word Wiggley 5. Concentration 6. Make a Match Game (Title I workshop)

LEVEL XIII - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 13-04-01</p> <p>Uses a thesaurus or dictionary to locate synonyms and antonyms for given words.</p>	<p>1- Use a dictionary to write a synonym for each of these words.</p> <p>1. Handsome <u>attractive</u></p>	<p>1- 1. Milton Bradley- Antonym Poster Cards 2. Milton Bradley- Synonym Poster Cards 3. 6 skill sheets</p>
<p>2- 13-04-02</p> <p>Selects from word choices the definitions of specific words in a selection when the meanings are implied.</p>	<p>2- After the underlined words, write the number of the definition which best fits the underlined word.</p> <p>1. John was so <u>irate</u> <u>4</u> when his brother broke his new bat that he punched him in the stomach. His brother retaliated <u>2</u> with a blow on John's chin.</p> <p>1. joyful 2. hit back</p> <p>3. ran away 4. angry</p>	<p>2- 1. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Use a dictionary to write a synonym for each of these words.</p> <p>1. Handsome <u>attractive</u></p>	<p>1- 1. Milton Bradley- Antonym Poster Cards 2. Milton Bradley- Synonym Poster Cards 3. 6 skill sheets</p>	<p>1- 1. Synonym Concentration 2. <u>Trade Winds</u> work-book p. 72, 117 3. SRA II C olive 3,7,12 Part C, D blue 3,4,7,8,11,12 Part C brown 2,3,6,7,10,11 Part C green 1,5,9 Part D red 1,5,9 Part D 4. <u>Trade Winds</u>.M. T354</p>
<p>2- After the underlined words, write the number of the definition which best fits the underlined word.</p> <p>1. John was so <u>irate</u> <u>4</u> when his brother broke his new bat that he punched him in the stomach. His brother <u>retaliated</u> <u>2</u> with a blow on John's chin. 1. joyful 2. hit back 3. ran away 4. angry</p>	<p>2- 1. 5 skill sheets</p>	<p>2- 1. <u>From Codes to Captains</u> p. 39-40 2. <u>Trade Winds</u> T.M. T 73, T 95 3. <u>From Actors to Astronauts</u> p. 25,26 27,28</p>

LEVEL XIII - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 13-04-03</p> <p>Uses context signal words as clues to meaning.</p>	<p>3-</p> <p>Read each sentence and underline the word that shows another thought is added (a signal word)</p> <p>1. There were thirteen stars on the first flag <u>because</u> the Union had thirteen states.</p>	<p>3-</p> <p>1. Random House Skill Pacers Red #2, Blue #3</p> <p>2. 4 skill sheets</p>
<p>4- 13-04-04</p> <p>Reads and uses the Vocabulary for Level XIII</p>	<p>4-</p> <p>Choose the correct word which best fits the sentence and write it on the line.</p> <p>1. In some buildings steel poles are required to <u>support</u> the ceiling.</p> <p>support sharpen proclaim</p>	<p>4-</p> <p>1. Flash cards</p> <p>2. Language master cards</p> <p>3. Flash X, McGraw-Hill</p> <p>4. Tachistoscope</p> <p>5. Read-O Game</p> <p>6. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Read each sentence and underline the word that shows another thought is added (a signal word)</p> <p>1. There were thirteen stars on the first flag <u>because</u> the Union had thirteen states.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skill Pacers Red #2, Blue #3 2. 4 skill sheets 	<p>3-</p> <ol style="list-style-type: none"> 1. <u>Crossroads</u>, DM 32 2. <u>Seven Seas</u>, DM 28
<p>4-</p> <p>Choose the correct word which best fits the sentence and write it on the line.</p> <p>1. In some buildings steel poles are required to <u>support</u> the ceiling.</p> <p>support sharpen proclaim</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Flash cards 2. Language master cards 3. Flash X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets 	<p>4-</p> <ol style="list-style-type: none"> 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Word-O Game 4. Concentration 5. Make a Match Game (Title I workshop)

LEVEL XIV - Vocabulary Development

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 14-04-01</p> <p>Writes the meaning of a specific word or phrase when the meaning is implied but not stated in the selection.</p>	<p>1-</p> <p>Write the implied meaning of the underlined words.</p> <p>1. Our company is looking for <u>qualified</u> people to work for us.</p> <p><u>capable of doing</u> _____</p>	<p>1-</p> <p>1. Random House Skill Pacers Blue #14</p> <p>2. 5 skill sheets</p>
<p>2- 14-04-02</p> <p>Extends the use of a common word into new situations and attaches new meanings to it.</p>	<p>2-</p> <p>Write the meaning of the underlined word as it is used in the sentence.</p> <p>1. When Jack's car ran out of gas, he was in a <u>fix</u>.</p> <p><u>in trouble</u> _____</p>	<p>2-</p> <p>1. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Write the implied meaning of the underlined words.</p> <p>1. Our company is looking for <u>qualified</u> people to work for us.</p> <p><u>capable of doing</u></p>	<p>1- 1. Random House Skill Pacers Blue #14</p> <p>2. 5 skill sheets</p>	<p>1- 1. <u>From Codes to Captai</u> p. 39-40</p> <p>2. <u>From Coins to Kings</u> p.19, 83-84</p> <p>3. <u>Seven Seas</u> TM T275</p> <p>4. <u>Trade Winds</u> TM T359</p>
<p>2- Write the meaning of the underlined word as it is used in the sentence.</p> <p>1. When Jack's car ran out of gas, he was in a <u>fix</u>.</p> <p><u>in trouble</u></p>	<p>2- 1. 5 skill sheets</p>	<p>2-</p>

LEVEL XV - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLES	INSTRUCTION
<p>1- 15-04-01</p> <p>Uses source books to locate origins and histories of words.</p>	<p>1- Look up the word <u>dungaree</u> in the dictionary. Answer the following questions.</p> <p>1. In what country did this word originate? <u>India</u></p> <p>2. What was the original word? <u>dugri</u></p>	<p>1- 1. Ideal: Dictionary Skills 2764- 21 , 22 Origin of Words (Worksheets) 2. Ideal transparencies 2769 #8 chart P 3. 6 skill sheets</p>
<p>2- 15-04-02</p> <p>Identifies the correct meaning for common words when these meanings are used in context.</p>	<p>2- Check the correct meaning of the underlined word in each sentence.</p> <p>1. The room <u>rang</u> with merriment.</p> <p><input checked="" type="checkbox"/> sound loudly</p> <p><input type="checkbox"/> cause bells to sound</p>	<p>2- 1. Random House Skills Pacers Blue #14 2. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Look up the word <u>dungaree</u> in the dictionary. Answer the following questions.</p> <p>1. In what country did this word originate? <u>India</u></p> <p>2. What was the original word? <u>dugri</u></p>	<p>1- 1. Ideal: Dictionary Skills 2764- 21 , 22 Origin of Words (Worksheets) 2. Ideal transparencies 2769 #8 chart P 3. 6 skill sheets</p>	<p>1- 1. Dictionary</p>
<p>2- Check the correct meaning of the underlined word in each sentence.</p> <p>1. The room <u>rang</u> with merriment.</p> <p><input checked="" type="checkbox"/> sound loudly</p> <p><input type="checkbox"/> cause bells to sound</p>	<p>2- 1. Random House Skills Pacers Blue #14 2. 5 skill sheets</p>	<p>2- 1. <u>Trade Winds</u> TM - T73, T95 2. <u>From Coins to Kings</u> p. 19, 83-84</p>

LEVEL XV - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 15-04-03</p> <p>Decides whether a word in context is used with its common meaning or with its technical meaning.</p>	<p>3-</p> <p>Read each sentence. Put <u>C</u> after each sentence if the underlined word is used with its common meaning, and put <u>T</u> if the underlined word is used with its technical meaning.</p> <p>1. The lawyer found evidence that was <u>incident</u> to the case. <u>T</u></p>	<p>3-</p> <p>1. 6 skill sheets</p>
<p>4- 15-04-04</p> <p>Identifies the special fields in which common words acquire technical meanings.</p>	<p>4-</p> <p>Write the letter of the special fields in which the underlined common word acquired its technical meaning.</p> <p>a. medicine c. athletics b. music d. military</p> <p><u>a</u> The vaccination did not <u>take</u>.</p> <p><u>b</u> In what <u>key</u> is the song written.</p>	<p>4-</p> <p>1. 5 skill sheets</p>


EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Read each sentence. Put <u>C</u> after each sentence if the underlined word is used with its common meaning, and put <u>T</u> if the underlined word is used with its technical meaning.</p> <p>1. The lawyer found evidence that was <u>incident</u> to the case. <u>T</u></p>	<p>3- 1. 6 skill sheets</p>	<p>3-</p>
<p>4- Write the letter of the special fields in which the underlined common word acquired its technical meaning.</p> <p>a. medicine c. athletics b. music d. military</p> <p>a The vaccination did not <u>take</u>.</p> <p>b In what <u>key</u> is the song written.</p>	<p>4- 1. 5 skill sheets</p>	<p>4-</p>


LEVEL XVI - Vocabulary Development

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 16-04-01</p> <p>Choose the correct antonym for a particular context.</p>	<p>1-</p> <p>Circle the best antonym for the underlined word.</p> <p>1. In <u>ancient</u> times books were not <u>bound</u> as they are today.</p> <p><u>recent</u> unused elderly</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Milton Bradley- Antonym Poster Cards 2. Instructo Activity Kit Discovering Opposites 3. Ideal Magic Cards #2712 Classification and Opposites 4. 5 skill sheets
<p>2- 16-04-02</p> <p>Identifies the multiple meanings of words by using the given words in sentences.</p>	<p>2-</p> <p>Write 3 sentences for the word in the box.</p> <p>1. <u>mutual</u></p> <ol style="list-style-type: none"> 1. We have <u>mutual</u> friends. 2. The company's <u>mutual</u> insurance plan has high dividends. 3. It was through the <u>mutual</u> efforts of the schools that made the project successful. 	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal: Dictionary Skills # 2764-16 "Multiple Meanings of Words" 2. 5 skill sheets


EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Circle the best antonym for the underlined word.</p> <p>1. In <u>ancient</u> times books were not bound as they are today.</p> <p><u>recent</u> unused elderly</p>	<p>1- 1. Milton Bradley- Antonym Poster Cards</p> <p>2. Instructo Activity Kit Discovering Opposites</p> <p>3. Ideal Magic Cards #2712 Classification and Opposites</p> <p>4. 5 skill sheets</p>	<p>1- 1. Antonym Concentration</p> <p>2. <u>Seven Seas</u> wk book p. 57</p> <p>3. SRA II C green 2,6,10 Part D red 2,6,10 Part D</p> <p>4. <u>Trade Winds</u> TM T329</p>
<p>2- Write 3 sentences for the word in the box.</p> <p>1. <u>mutual</u></p> <p>1. We have <u>mutual</u> friends.</p> <p>2. The company's <u>mutual</u> insurance plan has high dividends.</p> <p>3. It was through the <u>mutual</u> efforts of the schools that made the project successful.</p>	<p>2- 1. Ideal: Dictionary Skills # 2764-16 "Multiple Meaning of Words"</p> <p>2. 5 skill sheets</p>	<p>2- 1. Dictionary</p> <p>2. <u>Trade Winds</u> workbook p. 12</p> <p>3. <u>From Actors to Astronauts</u> p. 34-35</p>


LEVEL III - Phonetic Analysis

SKILL OBJECTIVE (13)	EXAMPLE	INSTRUCTION
<p>1- 03-05-01</p> <p>Recognizes a, e, i, o, u as vowels by circling them in a list of mixed vowel and consonant letters.</p>	<p>1- Circle the vowels.</p> <p>b:a g h i:k z:e l m:o r:u:t</p>	<p>1- 5 skill sheets</p>
<p>2- 03-05-02</p> <p>Identifies the short sound of the vowel "a" by marking pictures which contain that sound.</p>	<p>2- Circle the pictures that have the short "a" sound.</p> 	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-1 worksheet 2746-1 2. Ideal Tape 2815-1-1 worksheet 2816-1-1 3. Ideal Tape 2815-1-2 worksheet 2816-1-2 4. Ideal Transparency 2749 5. Ideal Chart 274 A 6. First Talking Alphabet Par record side 9, card 5 FTA master 6 7. 5 skill sheets


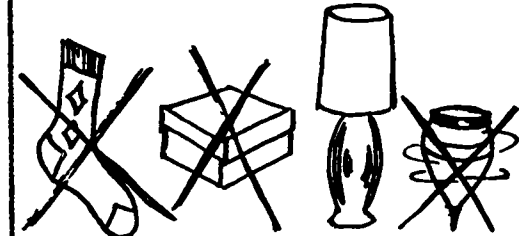
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Circle the vowels.</p> <p>b a g h i k z e l m o r u t</p>	<p>1- 5 skill sheets</p>	<p>1-</p>
<p>2- Circle the pictures that have the short "a" sound.</p> 	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-1 worksheet 2746-1 2. Ideal Tape 2815-1-1 worksheet 2816-1-1 3. Ideal Tape 2815-1-2 worksheet 2816-1-2 4. Ideal Transparency 2749 5. Ideal Chart 274 A 6. First Talking Alphabet Part 2 record side 9, card 5 FTA master 6 7. 5 skill sheets 	<p>2-</p>


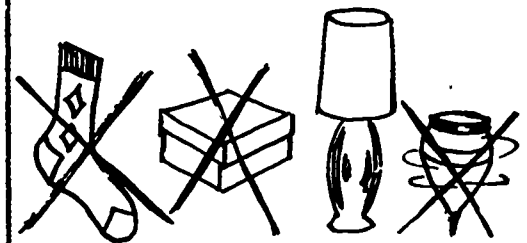
LEVEL III - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION										
<p>3- 03-05-03</p> <p>Identifies the short sound of the vowel "i" by marking pictures which contain that sound.</p>	<p>3- Put an X on the pictures that have the short "i" sound.</p> 	<p>3-</p> <ol style="list-style-type: none">1. Ideal Tape 2745-5 worksheet 2746-5-22. Ideal Tape 2815-3-1 worksheet 2816-3-13. Ideal Tape 2815-3-2 worksheet 2816-3-24. Ideal Transparency 2749-35. Ideal Chart 274 E6. First Talking Alphabet Pa record side 27, Card 17 FTA master 267. 5 skill sheets										
<p>4- 03-05-04</p> <p>Writes the vowel sound ("a" or "i") in a dictates three letter word. (Short a - short i)</p>	<p>4- Write the vowel you hear.</p> <table><tr><td>1. hit</td><td>1. <u> i </u></td></tr><tr><td>2. sat</td><td>2. <u> a </u></td></tr><tr><td>3. bat</td><td>3. <u> a </u></td></tr><tr><td>4. sit</td><td>4. <u> i </u></td></tr><tr><td>5. cat</td><td>5. <u> a </u></td></tr></table>	1. hit	1. <u> i </u>	2. sat	2. <u> a </u>	3. bat	3. <u> a </u>	4. sit	4. <u> i </u>	5. cat	5. <u> a </u>	<p>4-</p> <ol style="list-style-type: none">1. Ideal Tape 2745-10 worksheet 2746-10-22. Ideal Tape 2815-6-1 worksheet 2816-6-13. Ideal Tape 2815-6-2 worksheet 2816-6-24. Ideal Chart 274 J5. 5 skill sheets
1. hit	1. <u> i </u>											
2. sat	2. <u> a </u>											
3. bat	3. <u> a </u>											
4. sit	4. <u> i </u>											
5. cat	5. <u> a </u>											

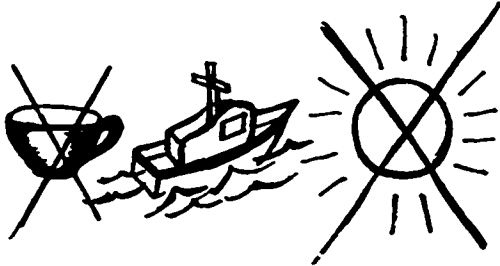
EXAMPLE	INSTRUCTION	SUPPLEMENTAL										
<p>3-</p> <p>Put an X on the pictures that have the short "i" sound.</p> 	<p>3-</p> <ol style="list-style-type: none">1. Ideal Tape 2745-5 worksheet 2746-5-22. Ideal Tape 2815-3-1 worksheet 2816-3-13. Ideal Tape 2815-3-2 worksheet 2816-3-24. Ideal Transparency 2749-35. Ideal Chart 274 E6. First Talking Alphabet Part 2 record side 27, Card 17 FTA master 267. 5 skill sheets	<p>3-</p>										
<p>4-</p> <p>Write the vowel you hear.</p> <table><tr><td>1. hit</td><td>1. <u> i </u></td></tr><tr><td>2. sat</td><td>2. <u> a </u></td></tr><tr><td>3. bat</td><td>3. <u> a </u></td></tr><tr><td>4. sit</td><td>4. <u> i </u></td></tr><tr><td>5. cat</td><td>5. <u> a </u></td></tr></table>	1. hit	1. <u> i </u>	2. sat	2. <u> a </u>	3. bat	3. <u> a </u>	4. sit	4. <u> i </u>	5. cat	5. <u> a </u>	<p>4-</p> <ol style="list-style-type: none">1. Ideal Tape 2745-10 worksheet 2746-10-22. Ideal Tape 2815-6-1 worksheet 2816-6-13. Ideal Tape 2815-6-2 worksheet 2816-6-24. Ideal Chart 274 J5. 5 skill sheets	<p>4-</p>
1. hit	1. <u> i </u>											
2. sat	2. <u> a </u>											
3. bat	3. <u> a </u>											
4. sit	4. <u> i </u>											
5. cat	5. <u> a </u>											

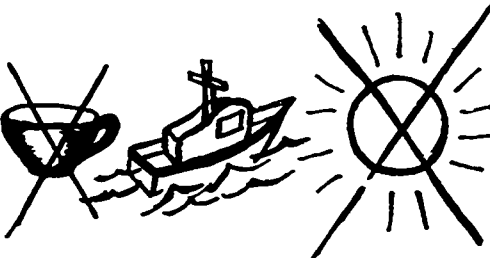
LEVEL III - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 03-05-05</p> <p>Identifies the short sound of the vowel "e" by marking pictures which contain that sound.</p>	<p>5-</p> <p>Put an X on each picture with the short sound of "e".</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-8-2 worksheets 2746-8-2 2. Ideal Tape 2815-4-1 worksheets 2816-4-1 3. Ideal Tape 2815-4-2 worksheets 2816-4-2 4. Ideal Transparency 2749-4 5. Ideal Chart 274 H 6. First Talking Alphabet Part record side 18, card 11 FTA master 15 7. 5 skill sheets
<p>6- 03-05-06</p> <p>Identifies the short sound of the vowel "o" by marking pictures which contain that sound.</p>	<p>6-</p> <p>Put an X on the pictures that have a short "o" sound.</p> 	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-9-2 worksheet 2746-9-2 2. Ideal Tape 2815-2-1 worksheet 2816-2-1 3. Ideal Tape 2815-2-2 worksheet 2816-2-2 4. Ideal Transparency 2749-2 5. Ideal Chart 274 -C,D 6. First Talking Alphabet Part record side 36, card 23 FTA master 35 7. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5-</p> <p>Put an X on each picture with the short sound of "e".</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-8-2 worksheets 2746-8-2 2. Ideal Tape 2815-4-1 worksheets 2816-4-1 3. Ideal Tape 2815-4-2 worksheets 2816-4-2 4. Ideal Transparency 2749-4 5. Ideal Chart 274 H 6. First Talking Alphabet Part 2 record side 18, card 11 FTA master 15 7. 5 skill sheets 	<p>5-</p>
<p>6-</p> <p>Put an X on the pictures that have a short "o" sound.</p> 	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-9-2 worksheet 2746-9-2 2. Ideal Tape 2815-2-1 worksheet 2816-2-1 3. Ideal Tape 2815-2-2 worksheet 2816-2-2 4. Ideal Transparency 2749-2 5. Ideal Chart 274 -C,D 6. First Talking Alphabet Part 2 record side 36, card 23 FTA master 35 7. 5 skill sheets 	<p>6-</p>

LEVEL III - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 03-05-07</p> <p>Identifies the short sound of the vowel "u" by marking pictures which contain that sound.</p>	<p>7- Put an X on the pictures that have a short "u" sound.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-9-2 worksheet 2746-9-2 2. Ideal Tape 2815-5-1 worksheet 2816-5-1 3. Ideal Tape 2815-5-2 worksheet 2816-5-2 4. Ideal Transparency 2749-5 5. Ideal Chart 274 I 6. First Talking Alphabet Part record side 45, Card 29 FTA master 46 7. 5 skill sheets
<p>8- 03-05-08</p> <p>Writes the five short vowel sounds in dictated three letter words (CVC) when the consonants are written.</p>	<p>8- Write the vowel sounds you hear in these words.</p> <p>cot, sit, ped, rut, tag</p> <ol style="list-style-type: none"> 1. <u>o</u> 2. <u>i</u> 3. <u>e</u> 4. <u>u</u> 5. <u>a</u> 	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-10-2 worksheet 2746-10-2 2. Ideal Tape 2815-6-1 worksheet 2816-6-1 3. Ideal Tape 2815-6-2 worksheet 2816-6-2 4. Ideal Transparency 2749-5 5. Ideal Chart 274 - J 6. Ideal Vowel Peg Board 7. Ideal Magic Cards 2742 8. Lyons Carnahan Spelling Game Kit A: Lucky Duck, Patch Man, Scat Cat, Kit B: Spin and Win, Glad L Stick To It, Spell I Kit C: Crossover Kit D: Criss Cross, Cross Country Kit E: Cagey, Spell-o-grams Baffle

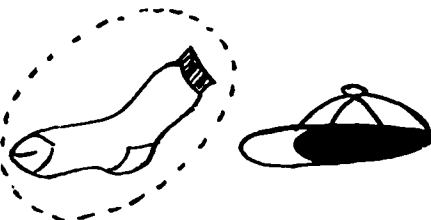
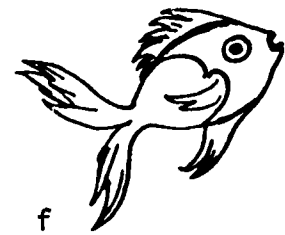
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Put an X on the pictures that have a short "u" sound.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-9-2 worksheet 2746-9-2 2. Ideal Tape 2815-5-1 worksheet 2816-5-1 3. Ideal Tape 2815-5-2 worksheet 2816-5-2 4. Ideal Transparency 2749-5 5. Ideal Chart 274 I 6. First Talking Alphabet Part 2 record side 45, Card 29 FTA master 46 7. 5 skill sheets 	<p>7-</p>
<p>8-</p> <p>Write the vowel sounds you hear in these words.</p> <p>cot, sit, ped, rut, tag</p> <ol style="list-style-type: none"> 1. <u>o</u> 2. <u>i</u> 3. <u>e</u> 4. <u>u</u> 5. <u>a</u> 	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-10-2 worksheet 2746-10-2 2. Ideal Tape 2815-6-1 worksheet 2816-6-1 3. Ideal Tape 2815-6-2 worksheet 2816-6-2 4. Ideal Transparency 2749-5 5. Ideal Chart 274 - J 6. Ideal Vowel Peg Board 7. Ideal Magic Cards 2742 8. Lyons Carnahan Spelling Games <ul style="list-style-type: none"> Kit A: Lucky Duck, Patch Match, Scat Cat, Kit B: Spin and Win, Glad Lad, Stick To It, Spell It Kit C: Crossover Kit D: Criss Cross, Cross Country Kit E: Cagey, Spell-o-grams, Baffle 	<p>8-</p>

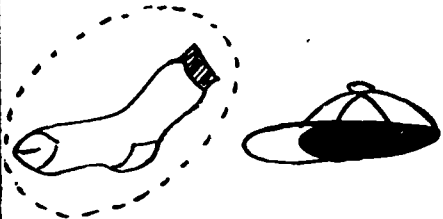

LEVEL III Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
8- cont.	8-	8- 9. Lyons Carnahan Phonics Kit: Vowel Dominoes 10. Ginn <u>Sounds We Use</u> , Vowel Sounds, Filmstrip #1 11. 5 skill sheets


EXAMPLE	INSTRUCTION	SUPPLEMENTAL
8-	8- 9. Lyons Carnahan Phonics Kit: Vowel Dominoes 10. Ginn <u>Sounds We Use</u> , Vowel Sounds, Filmstrip # 1 11. 5 skill sheets	8-

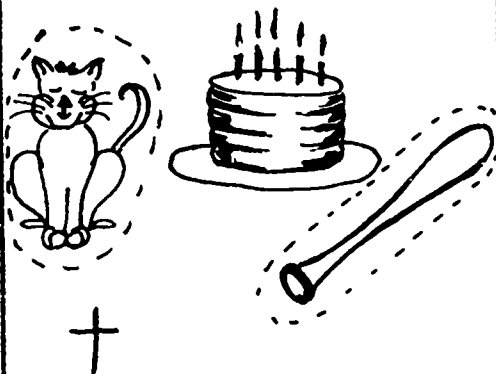
LEVEL III - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>9- 03-05-09</p> <p>Identifies the initial consonants by selecting the correct letter for a given picture or selecting the correct picture for a given letter.</p>	<p>9- Circle the picture that starts with the sound of the letter "s".</p> 	<p>9-</p> <ol style="list-style-type: none"> 1. Lyons Carnahan Phonics Games Spin-A-Sound, Old Itch 2. Lyons Carnahan Spelling Game Kit A Snail Trail Kit B Fat Cat 3. Ideal Magic Cards 272-2 4. Ideal Consonant Pictures for Peg Board 272 - 1 5. 5 skill sheets
<p>10- 03-05-10</p> <p>Writes the letter that names the beginning sound for a picture or a word.</p>	<p>10- Write the letter that you hear at the beginning of the name of the picture.</p>  <p>f</p>	<p>10-</p> <ol style="list-style-type: none"> 1. Ideal Magic Cards 2. Use the same games listed for 03-05-09 to reinforce the skill 3. 5 skill sheets

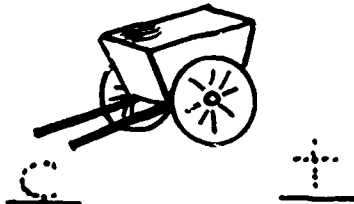
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>9- Circle the picture that starts with the sound of the letter "s".</p> 	<p>9-</p> <ol style="list-style-type: none"> 1. Lyons Carnahan Phonics Games: Spin-A-Sound, Old Itch 2. Lyons Carnahan Spelling Games: Kit A Snail Trail Kit B Fat Cat 3. Ideal Magic Cards 272-2 4. Ideal Consonant Pictures for Peg Board 272 - 1 5. 5 skill sheets 	<p>9-</p> <ol style="list-style-type: none"> 1. Ideal Tapes 2725 (Order by letter) 2. Ideal Charts, 272-A-M 3. First Talking Alphabet Part 1 (order by letter) 4. Listen and Do Records with w/sheets (order by letter)
<p>10-</p> <p>Write the letter that you hear at the beginning of the name of the picture.</p>  <p>f</p>	<p>10-</p> <ol style="list-style-type: none"> 1. Ideal Magic Cards 2. Use the same games listed for 03-05-09 to reinforce the skill 3. 5 skill sheets 	<p>10-</p>

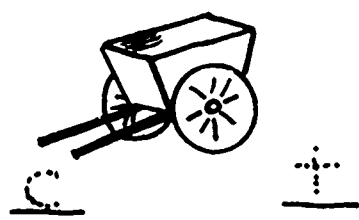
LEVEL III - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION										
<p>11- 03-05-11</p> <p>Identifies the final consonants by selecting the correct letter for a given picture or selecting the correct picture for a given letter.</p>	<p>11- Circle the pictures which end with the sound the letter makes.</p> 	<p>11-</p> <ol style="list-style-type: none">1. Use the same games listed for 03-05-09 to reinforce the skill.2. Lyons Carnahan Phonics Kit Bingobang3. 5 skill sheets										
<p>12- 03-05-12</p> <p>Writes the letter that names the ending sound for a picture or word.</p>	<p>12- Write the letter you hear at the end of each word.</p> <table><tr><td>dog</td><td>g</td></tr><tr><td>hat</td><td>t</td></tr><tr><td>cup</td><td>p</td></tr><tr><td>bus</td><td>s</td></tr><tr><td>him</td><td>m</td></tr></table>	dog	g	hat	t	cup	p	bus	s	him	m	<p>12-</p> <ol style="list-style-type: none">1. Use the same games listed for 03-05-09 to reinforce this skill2. 5 skill sheets
dog	g											
hat	t											
cup	p											
bus	s											
him	m											

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL										
n- e ven e	<p>11-</p> <p>Circle the pictures which end with the sound the letter makes.</p> 	<p>11-</p> <ol style="list-style-type: none">1. Use the same games listed for 03-05-09 to reinforce the skill.2. Lyons Carnahan Phonics Kit: Bingobang3. 5 skill sheets	<p>11-</p> <ol style="list-style-type: none">1. See skill objective 03-05-09										
	<p>12-</p> <p>Write the letter you hear at the end of each word.</p> <table><tr><td>dog</td><td>n</td></tr><tr><td>hat</td><td>t</td></tr><tr><td>cup</td><td>p</td></tr><tr><td>bus</td><td>s</td></tr><tr><td>him</td><td>m</td></tr></table>	dog	n	hat	t	cup	p	bus	s	him	m	<p>12-</p> <ol style="list-style-type: none">1. Use the same games listed for 03-05-09 to reinforce this skill2. 5 skill sheets	<p>12-</p>
dog	n												
hat	t												
cup	p												
bus	s												
him	m												

LEVEL III - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>13- 03-05-13</p> <p>Identifies both initial and final consonants by selecting the correct picture for given letters or the correct letters for a given picture.</p>	<p>13- .</p> <p>Say the name of the picture. Print the beginning and ending letters.</p> 	<p>13-</p> <ol style="list-style-type: none"> 1. Use the same games listed for 03-05-09 to reinforce this skill. 2. Magic Cards (Order by let 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>13-</p> <p>Say the name of the picture. Print the beginning and ending letters.</p> 	<p>13-</p> <ol style="list-style-type: none"> 1. Use the same games listed for 03-05-09 to reinforce this skill. 2. Magic Cards (Order by letter) 3. 5 skill sheets 	<p>13-</p>

LEVEL IV - Phonetic Analysis

SKILL OBJECTIVE (10)	EXAMPLE	INSTRUCTION
<p>1- 04-05-01</p> <p>Decodes unfamiliar three letter words using short "a" and "i" by blending the letters.</p>	<p>1- "Read the following nonsense words orally."</p> <p>sab fim naf tig</p>	<p>1- 1. Phonogram cards. 2. 5 skill sheets</p>
<p>2- 04-05-02</p> <p>Writes unfamiliar three letter words when dictated using short vowels, "a" and "i".</p>	<p>2- 2. Teacher dictates the following words.</p> <p>1. tat 2. fad 3. bib 4. cad 5. dig</p>	<p>2- 2. 1. Ideal Tape 2815 1-1 worksheet 2816 1-1 2. Ideal Tape 2815 3-1 worksheet 2816 3-1 3. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>"Read the following nonsense words orally."</p> <p>sab fim naf tig</p>	<p>1-</p> <p>1. Phonogram cards.</p> <p>2. 5 skill sheets</p>	<p>1-</p> <p>1. Sullivan Teacher's Manual, Book 1. (Revised pg. 30.)</p>
<p>2-</p> <p>2. Teacher dictates the following words.</p> <p>1. tat 2. fad 3. bit 4. cad 5. dig</p>	<p>2-</p> <p>2. 1. Ideal Tape 2815 1-1 worksheet 2816 1-1</p> <p>2. Ideal Tape 2815 3-1 worksheet 2816 3-1</p> <p>3. 5 skill sheets</p>	<p>2-</p>

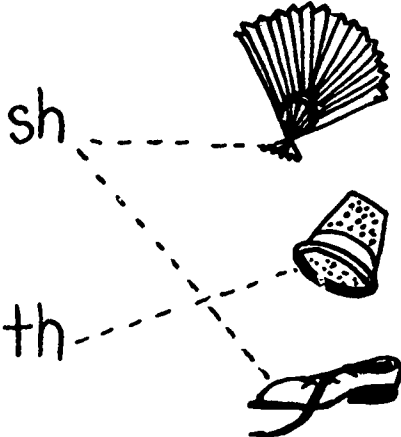
LEVEL IV - Phonetic Analysis

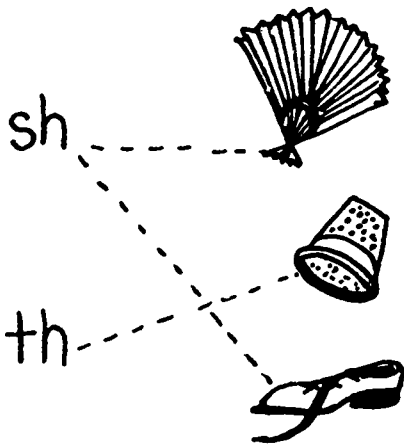
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 04-05-03</p> <p>Decodes unfamiliar three letter words using short e, u, and o, by blending the letters.</p>	<p>3-</p> <p>Sound out these nonsense words.</p> <p>neb, lub, lob,</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Lyons Carnahan Spelling Game Kit A: Patch Match, Scat Cat Spin and Win. Kit B: Glad Lad, Stick To It Spellit 2. SRA Word Game #7 3. Kenworthy-Phonic Rummy Set A 4. 5 skill sheets
<p>4- 04-05-04</p> <p>Writes unfamiliar three letter words when dictated using short vowels, e,o,u.</p>	<p>4-</p> <p>Write the following words as I say them: cug, lem, mot, nog.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. e- Ideal Tape 2815-4-1 worksheet 2816-4-1 2. o- Ideal Tape 2815-2-1 worksheet 2816-2-1 3. u- Ideal Tape 2815-5-1 worksheet 2816-5-1 4. 5 skill sheets

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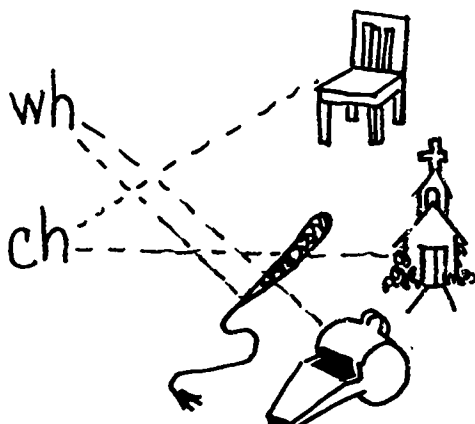
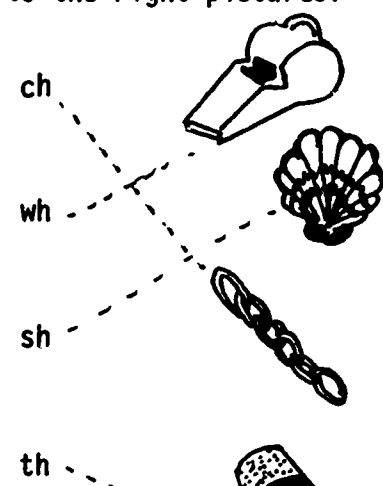
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Sound out these nonsense words.</p> <p>neb, lub, lob,</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Lyons Carnahan Spelling Games Kit A: Patch Match, Scat Cat, Spin and Win. Kit B: Glad Lad, Stick To It, Spellit 2. SRA Word Game #7 3. Kenworthy-Phonic Rummy Set A 4. 5 skill sheets 	<p>3-</p> <ol style="list-style-type: none"> 1. <u>Linguistic Blocks</u> See <u>Teacher's Resource Book of Exercises</u>, pgs. 16, 17, 19, 21. Scott Foreman, Co.
<p>4-</p> <p>Write the following words as I say them: cug, lem, mot, nog.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. e- Ideal Tape 2815-4-1 worksheet 2816-4-1 2. o- Ideal Tape 2815-2-1 worksheet 2816-2-1 3. u- Ideal Tape 2815-5-1 worksheet 2816-5-1 4. 5 skill sheets 	<p>4-</p>

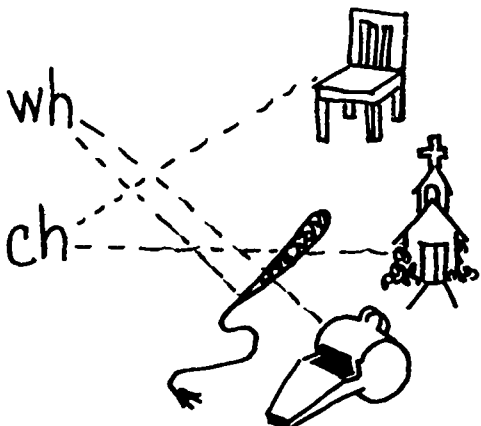
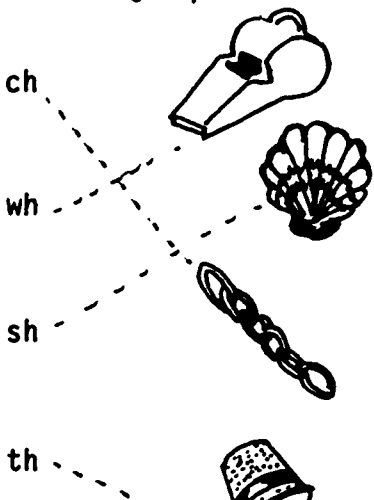
LEVEL IV - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 04-05-05</p> <p>Writes unfamiliar three letter words (CVC), which contain the five short vowel sounds, when dictated from a list.</p>	<p>5-</p> <p>Write the words: cog, sub, lid, tat, teb</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2815-6-1 worksheet 2816-6-1 2. Ideal Tape 2815-6-2 worksheet 2816-6-2 3. 5 skill sheets
<p>6- 04-05-06</p> <p>Matches initial consonant digraphs (sh, th) to pictures.</p>	<p>6-</p> <p>Draw lines from the letters to the pictures.</p> 	<p>6-</p> <ol style="list-style-type: none"> 1. sh- Ideal Tape 2735-4 worksheet 2736-4-1 2. th- Ideal Tape 2735-5 worksheet 2736-5-1 Ideal chart 273 D Ideal Transparency 2739-2 3. sh- First Talking Alphabet Part I record side 33, card 33 FTA masters 52,53 4. th- First Talking Alphabet Part I record side 35, card 35 FTA masters 55,56 5. 5 skill sheets



EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5-</p> <p>Write the words: cog, sub, lid, tat, teb</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2815-6-1 worksheet 2816-6-1 2. Ideal Tape 2815-6-2 worksheet 2816-6-2 3. 5 skill sheets 	<p>5-</p>
<p>6-</p> <p>Draw lines from the letters to the pictures.</p> 	<p>6-</p> <ol style="list-style-type: none"> 1. sh- Ideal Tape 2735-4 worksheet 2736-4-1 2. th- Ideal Tape 2735-5 worksheet 2736-5-1 Ideal chart 273 D Ideal Transparency 2739-2 3. sh- First Talking Alphabet Part I record side 33, card 33 FTA masters 52,53 4. th- First Talking Alphabet Part I record side 35, card 35 FTA masters 55,56 5. 5 skill sheets 	<p>6-</p>

LEVEL IV - Phonetic Analysis

SKILL ANALYSIS	EXAMPLE	INSTRUCTION
<p>7- 04-05-07</p> <p>Matches initial consonant digraphs (ch, wh) to pictures.</p>	<p>7-</p> <p>Draw lines from the letters to the pictures.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. ch- Ideal Tape 2735-4 worksheet 2736-4-2 2. wh- Ideal Tape 2735-3 worksheet 2736-3-2 3. Ideal Chart 273 D 4. Ideal Transparency 2739-3 5. ch- First Talking Alphabet Part 1 record side 31, card 31 FTA masters 49, 50 6. 5 skill sheets
<p>8- 04-05-08</p> <p>Matches initial consonant digraphs (ch, sh, the, wh) by drawing lines to the pictures.</p>	<p>8-</p> <p>Draw a line from the letters to the right pictures.</p> 	<p>8-</p> <ol style="list-style-type: none"> 1. SRA Word Games 8, 9(purple) 2. Lyons Carnahan Phonics Kit: Digraph Whirl 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7-</p> <p>Draw lines from the letters to the pictures.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. ch- Ideal Tape 2735-4 worksheet 2736-4-2 2. wh- Ideal Tape 2735-3 worksheet 2736-3-2 3. Ideal Chart 273 D 4. Ideal Transparency 2739 -3 5. ch- First Talking Alphabet Part 1 record side 31, card 31 FTA masters 49, 50 6. 5 skill sheets 	<p>7-</p>
<p>8-</p> <p>Draw a line from the letters to the right pictures.</p> 	<p>8-</p> <ol style="list-style-type: none"> 1. SRA Word Games 8, 9(purple) 2. Lyons Carnahan Phonics Kit: Digraph Whirl 3. 5 skill sheets 	<p>8-</p>

LEVEL IV - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>9- 04-05-09</p> <p>Writes the initial consonant digraph (sh, th, wh, ch) as words are dictated.</p>	<p>9-</p> <p>Write the first two letters that makes the beginning sound you hear in these words: choose, think, whistle, show</p> <ol style="list-style-type: none"> 1. <u>ch</u> 2. <u>th</u> 3. <u>wh</u> 4. <u>sh</u> 	<p>9-</p> <ol style="list-style-type: none"> 1. 5 skill sheets
<p>10- 04-05-10</p> <p>Matches initial two letter consonant blends to pictures on a worksheet. (br, cr, dr, fr, gr, pr, sr, tr, bl, cl, gl, pl, sl, sp, st, sw, sm, sn, sc, sk)</p>	<p>10-</p> <p>Look at the picture in each box. Write the first two letters of its name. Choose from these letters: bl, br, fl, gr, st, fl</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p><u>gr</u></p> </div> <div style="text-align: center;">  <p><u>st</u></p> </div> </div>	<p>10-</p> <ol style="list-style-type: none"> 1. <u>br, gr, cr</u> Ideal Tape 2735-1 worksheet 2736-1-1 2. <u>tr, dr, fr, pr</u> Ideal Tape 2735-1 worksheet 2736-1-2 3. <u>bl, cl, fl</u> Ideal Tape 2735-2 worksheet 2736-2-1 4. <u>gl, pl, sl</u> Ideal Tape 2735-2 worksheet 2736-2-2 5. Ideal Charts 273 A, B, C 6. Ideal Transparencies 2739- 7. Lyons Carnahan Phonics Kit Blends Race 8. Lyons Carnahan Spelling Ga Kit B: Fat Cat Kit C: Start Smart, Ship S

EXAMPLE

INSTRUCTION

SUPPLEMENTAL

9-

Write the first two letters that makes the beginning sound you hear in these words: choose, think, whistle, show

1. ch
2. th
3. wh
4. sh

9-

1. 5 skill sheets

9-

10-

Look at the picture in each box. Write the first two letters of its name. Choose from these letters: bl, br, fl, gr, st, fl


gr

st

10-

1. br, gr, cr
Ideal Tape 2735-1
worksheet 2736-1-1
2. tr, dr, fr, pr
Ideal Tape 2735-1
worksheet 2736-1-2
3. bl, cl, fl
Ideal Tape 2735-2
worksheet 2736-2-1
4. gl, pl, sl
Ideal Tape 2735-2
worksheet 2736-2-2
5. Ideal Charts 273 A, B, C
6. Ideal Transparencies 2739-1, 2
7. Lyons Carnahan Phonics Kit.
Blends Race
8. Lyons Carnahan Spelling Games:
Kit B: Fat Cat
Kit C: Start Smart, Ship Shape


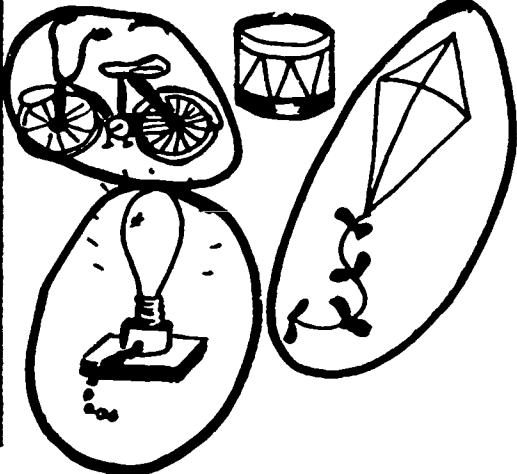
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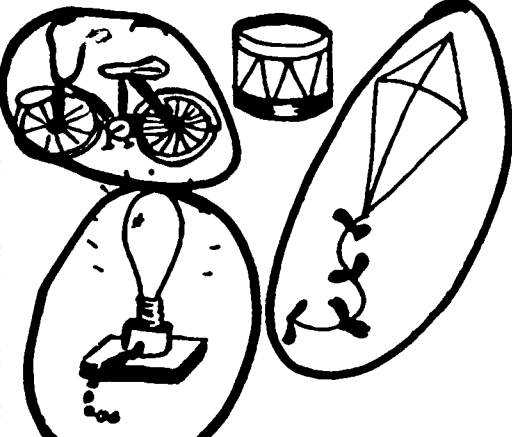
LEVEL IV Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
10.(cont.)	10-	<p>10- 8. (cont.)</p> <p>Kit D: Listen, Criss Cross, Cross Country</p> <p>Kit E: Cagey, Spell-o- grams, Baffle</p> <p>9. SRA Word Games 11, 12, 13, 14 (orange)</p> <p>10. Milton Bradley- Quizmo</p> <p>11. 5 skill sheets</p>
<p>11 04-05-11</p> <p>Decodes familiar short vowel phonograms by sub- stituting beginning consonants and consonant blends to make known words.</p>	<p>11-</p> <p>Make three words from this phonogram by using these letters: w t m p</p> <p>_____ an</p> <p>_____ an</p> <p>_____ an</p>	<p>11-</p> <p>1. Flip charts</p> <p>2. Make A Word Game</p> <p>3. SRA Word Games 15, 16 (olive)</p> <p>4. Word Family Game</p> <p>5. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>10-</p>	<p>10-</p> <p>8. (cont.)</p> <p>Kit D: Listen, Criss Cross, Cross Country</p> <p>Kit E: Cagey, Spell-o- grams, Baffle</p> <p>9. SRA Word Games 11, 12, 13, 14 (orange)</p> <p>10. Milton Bradley- Quizmo</p> <p>11. 5 skill sheets</p>	<p>10-</p>
<p>11-</p> <p>Make three words from this phonogram by using these letters: w t m p</p> <p>_____ an</p> <p>_____ an</p> <p>_____ an</p>	<p>11-</p> <p>1. Flip charts</p> <p>2. Make A Word Game</p> <p>3. SRA Word Games 15, 16 (olive)</p> <p>4. Word Family Game</p> <p>5. 5 skill sheets</p>	<p>11-</p> <p>246</p>

LEVEL V - Phonetic Analysis

SKILL OBJECTIVE (9)	EXAMPLE	INSTRUCTION
<p>1- 05-05-01</p> <p>Identifies the long sound of the vowel "a" by marking pictures which contain that sound.</p>	<p>1-</p> <p>Circle the pictures with the long "a" sound.</p> 	<p>1-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-1 worksheet 2746-1-1 2. Ideal Chart 274 A 3. Ideal Transparency 2749 - 4. 5 skill sheets
<p>2- 05-05-02</p> <p>Identifies the long sound of the vowel "i" by marking pictures which contain that sound.</p>	<p>2-</p> <p>Circle the pictures with the long "i" sound.</p> 	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745 - 5 worksheet 2746-5-1 2. Ideal Chart 274 E 3. Ideal Transparency 2749 - 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Circle the pictures with the long "a" sound.</p> 	<p>1-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-1 worksheet 2746-1-1 2. Ideal Chart 274 A 3. Ideal Transparency 2749 -1 4. 5 skill sheets 	<p>1-</p>
<p>2-</p> <p>Circle the pictures with the long "i" sound.</p> 	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745 - 5 worksheet 2746-5-1 2. Ideal Chart 274 E 3. Ideal Transparency 2749 - 3 4. 5 skill sheets 	<p>2-</p>

LEVEL V - Phonetic Analysis

SKILL OBJECTIVE

EXAMPLE

INSTRUCTION

3-
05-05-03

Identifies the long sound of the vowel "e" by marking pictures which contain that sound.

3-

Circle the pictures that have the long "e" sound.



3-

1. Ideal Tape 2748 - 8 worksheet 2746 -8-1
2. Ideal Chart 274 H
3. Ideal Transparency 2749
4. 5 skill sheets

4-
05-05-04

Given a set of pictures, identifies the long sound of the vowel "o" by marking pictures which contain that sound.


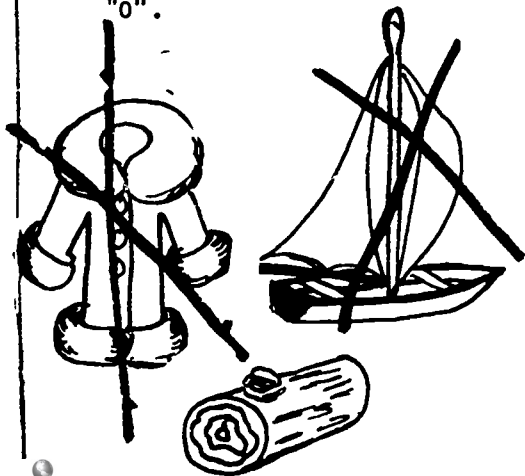
4-

Mark with an X the pictures that have the long sound of "o".

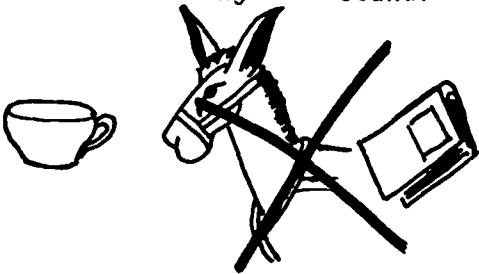
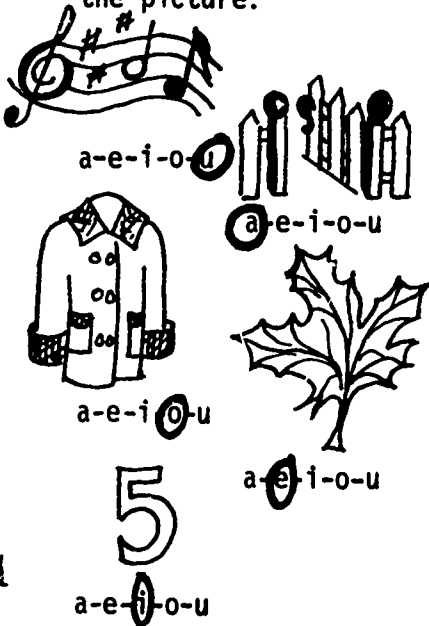


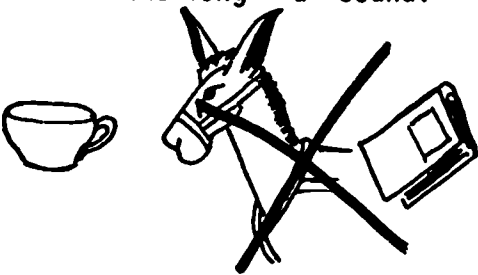
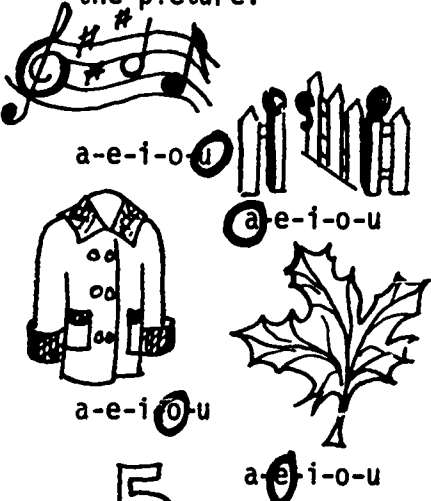
4-

1. Ideal Tape 2745-3 worksheet 2746-3-1
2. Ideal Chart 274-D
3. Ideal Transparency 2749
4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Circle the pictures that have the long " e " sound.</p> 	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2748 - 8 worksheet 2746 -8-1 2. Ideal Chart 274 H 3. Ideal Transparency 2749-4 4. 5 skill sheets 	<p>3-</p>
<p>4-</p> <p>Mark with an X the pictures that have the long sound of "o".</p> 	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-3 worksheet 2746-3-1 2. Ideal Chart 274-D 3. Ideal Transparency 2749-2 4. 5 skill sheets 	<p>4-</p>

LEVEL V - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 05-05-05</p> <p>Identifies the long sound of the vowel "u" (as in <u>use</u>) by marking pictures which contain that sound.</p>	<p>5-</p> <p>Mark with an X the picture with the long "u" sound.</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-9 worksheet 2746-9-1 2. Ideal Chart 2741 3. Ideal Transparency 2749-5 4. 5 skill sheets
<p>6- 05-05-06</p> <p>Can identify the long vowel sounds by marking the correct letter that corresponds with the picture.</p>	<p>6-</p> <p>Circle the vowel sound you hear in the name of the picture.</p> 	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-10 worksheet 2746-10-1 2. SRA word games #10 (silver) 3. SRA word games #32,33,34 (green) 4. Lyons Carnahan Spelling Game Kit B-Stick To It Kit C- Mice Twice, Cross Over Kit D- Criss Cross, Up and Down, Cross Country Kit E- Match, Cagey, Spell-grams, Baffle 5. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5-</p> <p>Mark with an X the picture with the long "u" sound.</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-9 worksheet 2746-9-1 2. Ideal Chart 2741 3. Ideal Transparency 2749-5 4. 5 skill sheets 	<p>5-</p>
<p>6-</p> <p>Circle the vowel sound you hear in the name of the picture.</p>  <p>a-e-i-o-u</p> <p>a-e-i-o-u</p> <p>a-e-i-o-u</p> <p>a-e-i-o-u</p> <p>5</p> <p>a-e-i-o-u</p>	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2745-10 worksheet 2746-10-1 2. SRA word games #10 (silver) 3. SRA word games #32,33,34 (green) 4. Lyons Carnahan Spelling Games Kit B-Stick To It Kit C- Mice Twice, Cross Over Kit D- Criss Cross, Up and Down, Cross Country Kit E- Match, Cagey, Spell-ograms, Baffle 5. 5 skill sheets 	<p>6-</p>

LEVEL V - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 05-05-07 Given a list of words, identifies the conson- ant- vowel- consonant- vowel pattern.	7- Circle the words with the silent "e". make nest came farm look tell time home	7- 1. ā - Ideal Tape 2745-2 worksheet 2746-2-1 2. ō - Ideal Tape 2745-4 worksheet 2746-4-1 3. ī - Ideal Tape 2745-6 worksheet 2746-6-1 4. Ideal Tape 2815-9 worksheet 2816-9-2 5. First Talking Alphabet, Part 2 a- record side 9, Card 5 FTA master 6 record side 10, Card 6, FTA master record sides 11, 12, card 7 FTA masters 8,9, 6. i- First Talking Alphabet Part record sides 29,30, card 19 FTA masters 28,29 7. o- First Talking Alphabet Part record sides 38,39, card 25 FTA masters 37,38 8. u- First Talking Alphabet Part record sides 47,48, card 31 FTA masters 46,47 9. Instructor - Vowels and Vowel Digraph #621 10. Kenworthy Phonic Rummy, Set B (Brown cards) 11. Dolch-Group Sounding Game, Set 12. 5 skill sheets

8-

Given a list of words that contain vowel digraphs, identifies the letters that make the sound.

8-

Circle the letters that make one sound.

b	o	a	t
n	a	i	l

8-


1. ā - Ideal Tape 2745-2 worksheet 2746-2-2
2. ō - Ideal Tape 2745-4 worksheet 2746-4-2
3. ā - clues - Ideal Tape 2815-7-2 worksheet 2816-7-2

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Circle the words with the silent "e".</p> <p>make nest</p> <p>came farm</p> <p>look tell</p> <p>time home</p>	<p>7-</p> <ol style="list-style-type: none"> 1. ā - Ideal Tape 2745-2 worksheet 2746-2-1 2. ō - Ideal Tape 2745-4 worksheet 2746-4-1 3. ī - Ideal Tape 2745-6 worksheet 2746-6-1 4. Ideal Tape 2815-9 worksheet 2816-9-2 5. First Talking Alphabet, Part 2 a- record side 9, Card 5 FTA master 6 record side 10, Card 6, FTA master 7 record sides 11, 12, card 7 FTA masters 8, 9, 6. i- First Talking Alphabet Part 2 record sides 29, 30, card 19 FTA masters 28, 29 7. o- First Talking Alphabet Part 2 record sides 38, 39, card 25 FTA masters 37, 38 8. u- First Talking Alphabet Part 2 record sides 47, 48, card 31 FTA masters 46, 47 9. Instructor - Vowels and Vowel Digraph #621 10. Kenworthy Phonic Rummy, Set B (Brown cards) 11. Dolch-Group Sounding Game, Set G 12. 5 skill sheets 	<p>7-</p>
<p>8- Circle the letters that make one sound.</p> <p>b o a t</p> <p>n a i l</p>	<p>8-</p> <ol style="list-style-type: none"> 1. ā - Ideal Tape 2745-2 worksheet 2746-2-2 2. ō - Ideal Tape 2745-4 worksheet 2746-4-2 3. ā clues - Ideal Tape 2815-7-2 worksheet 2816-7-2 	<p>8-</p>

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
8- (cont.)	8-	8- 4. <u>o</u> clues- Ideal Tape 2815-8-1 worksheet 2816-8-1 5. <u>i</u> clues- Ideal Tape 2815-8-2 worksheet 2816-8-2 6. <u>e-u</u> clues- Ideal Tape 2815-9- worksheet 2816-9-11 7. ee - First Talking Alphabet Part 2 record side 18, card 11, record side 19, card 12 FTA masters 15,16 8. <u>e</u> First Talking Alphabet Part 2 record side 20,21, card 13 FTA masters 17,18,19 9. Instructor - Vowels and Vowel Digraphs #621 10. Kenworthy- Phonic Rummy, Sets B,C (blue cards) 11. Dolch-Group Sounding Game, Set G 12. Lyons Carnahan Phonics Kit: Vowel Dominoes, Full House 13. 5 skill sheets
9- 05-05-09 Writes words by filling each space with a vowel digraph	9- b <u>e</u> <u>a</u> t b <u>e</u> <u>e</u> t	9- 1. Ideal Tape 2815-10 worksheet 2816-10-1 2. Ideal Tape 2815 -10 worksheet 2816-10-2 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>8-</p>	<p>8-</p> <ol style="list-style-type: none"> 4. <u>o</u> clues- Ideal Tape 2815-8-1 worksheet 2816-8-1 5. <u>i</u> clues- Ideal Tape 2815-8-2 worksheet 2816-8-2 6. <u>e-u</u> clues- Ideal Tape 2815-9-11 worksheet 2816-9-11 7. ee - First Talking Alphabet Part 2 record side 18, card 11, record side 19, card 12 FTA masters 15,16 8. <u>e</u> First Talking Alphabet Part 2 record side 20,21, card 13 FTA masters 17,18,19 9. Instructor - Vowels and Vowel Digraphs #621 10. Kenworthy- Phonic Rummy, Sets B,C (blue cards) 11. Dolch-Group Sounding Game, Set G 12. Lyons Carnahan Phonics Kit. Vowel Dominoes, Full House. 13. 5 skill sheets 	<p>8-</p>
<p>9-</p> <p>b <u>e</u> <u>a</u> t</p> <p>b <u>e</u> <u>e</u> t</p>	<p>9-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2815-10 worksheet 2816-10-1 2. Ideal Tape 2815 -10 worksheet 2816-10-2 3. 5 skill sheets 	<p>9-</p>

LEVEL V Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>10- 05-05-10</p> <p>Identifies the correct variant vowel sounds by circling ar, ir, ur, er, or, as listed below a picture on a worksheet.</p>	<p>10-</p> <p>Write the two letters that you hear in the name of the picture.</p>  <p>b <u>i</u> r d</p> <p>ar or ir</p>	<p>10-</p> <ol style="list-style-type: none"> Ideal Tape 2805-7 worksheet 2806-7-1 Ideal Chart 2799-6 <u>ar</u>-First Talking Alphabet Part 2 record side 13, card 8 FTA master 10 record sides 14,15, card 9 FTA masters 11, 12 record sides 16, 17 card 10 FTA masters 13, 14 <u>er</u>- First Talking Alphabet Part 2 record side 22, card 14 FTA master 20 record sides 23,24,card 15 FTA masters 21, 22 record sides 25,26, card 16 FTA masters 23,24,25 <u>ir</u>-First Talking Alphabet Part 2 record side 31, card 20 FTA master 30 record sides 32,33, card 21 FTA masters 31,32 record sides 34,35, card 22 FTA masters 33,34 <u>or</u>- First Talking Alphabet Part 2 record side 40, card 26 FTA master 39 record sides 41,42, card 27 FTA masters 40,41 record sides 43,44, card 28 FTA masters 42,43

EXAMPLE

10-

Write the two letters that
you hear in the name of the
picture.

b i r d

ar or ir

INSTRUCTION

10-

1. Ideal Tape 2805-7
worksheet 2806-7-1
2. Ideal Chart 2799-6
3. ar-First Talking Alphabet
Part 2
record side 13, card 8
FTA master 10
record sides 14,15, card 9
FTA masters 11, 12
record sides 16, 17 card 10
FTA masters 13, 14
4. er- First Talking Alphabet
Part 2
record side 22, card 14
FTA master 20
record sides 23,24,card 15
FTA masters 21, 22
record sides 25,26, card 16
FTA masters 23,24,25
5. ir-First Talking Alphabet
Part 2
record side 31, card 20
FTA master 30
record sides 32,33, card 21
FTA masters 31,32
record sides 34,35, card 22
FTA masters 33,34
6. or- First Talking Alphabet
Part 2
record side 40, card 26
FTA master 39
record sides 41,42, card 27
FTA masters 40,41
record sides 43,44, card 28
FTA masters 42,43

SUPPLEMENTAL

10-

LEVEL V Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
10.- (cont.)	10-	<p>10-</p> <ol style="list-style-type: none"> 7. <u>ur</u>-First Talking Alphabet Part 2 record side 49, card 32 FTA master 48 record sides 50,51, card 3 FTA masters 49,50 record sides 52,53, card 3 FTA masters 51,52 8. SRA Word Games- 35a(orange) 9. Dolch-Group Sounding Game, Set H 10. Ideal Spelling Generalization Transparencies #2809-7 worksheets 2804-18 11. 5 skill sheets

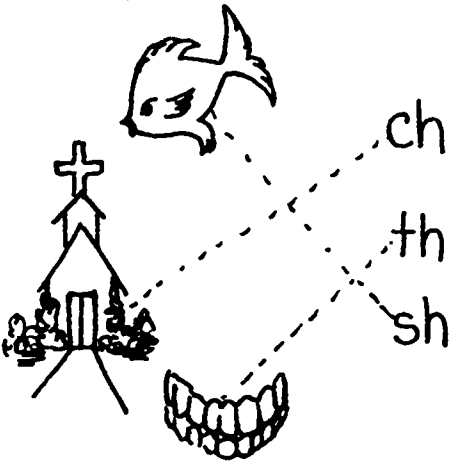

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
10-	<p>10-</p> <ol style="list-style-type: none">7. <u>ur</u>-First Talking Alphabet Part 2 record side 49, card 32 FTA master 48 record sides 50,51, card 33 FTA masters 49,50 record sides 52,53, card 34 FTA masters 51,528. SRA Word Games- 35a(orange)9. Dolch-Group Sounding Game, Set H10. Ideal Spelling Generalizations Transparencies #2809-7 worksheets 2804-1811. 5 skill sheets	<p>10-</p> <p>230</p>

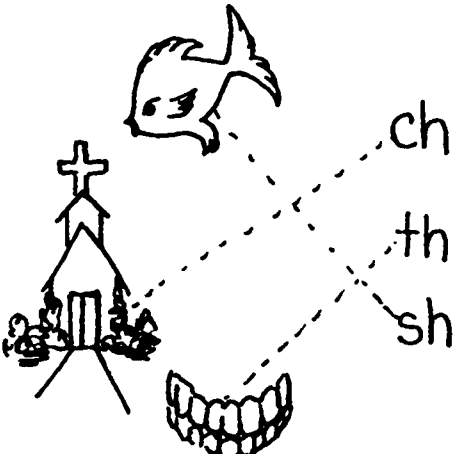

LEVEL V Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>11- 05-05-11</p> <p>Decodes known words by adding letters to long vowel phonograms</p>	<p>11-</p> <p>Add the following letters to the phonograms to make a word.</p> <p>b, c, f, h, l, m, n, r, s, t</p> <p>_____ake</p> <p>_____eet</p> <p>_____ook</p> <p>_____oot</p>	<p>11-</p> <ol style="list-style-type: none"> 1. Flip Charts 2. Make a Word Game 3. SRA Word Games #16(olive 4. Word Family Game 5. 5 skill sheets


EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>11-</p> <p>Add the following letters to the phonograms to make a word.</p> <p>b, c, f, h, l, m, n, r, s, t</p> <p>_____ake</p> <p>_____eet</p> <p>_____ook</p> <p>_____oot</p>	<p>11-</p> <ol style="list-style-type: none">1. Flip Charts2. Make a Word Game3. SRA Word Games #16(olive)4. Word Family Game5. 5 skill sheets	<p>11-</p>


LEVEL VI - Phonetic Analysis

SKILL OBJECTIVE (7)	EXAMPLE	INSTRUCTION
<p>1- 06-05-01</p> <p>Matches ending consonant digraphs (ch, sh, th) to pictures.</p>	<p>1- Draw a line from the pictures to the letters which stand for the sound it ends with.</p> 	<p>1- 1. Ideal Tape 2735-5 worksheet 2736-5-2 2. Ideal Chart 273 E 3.. Ideal Transparency 2739-3 4. First Talking Alphabet Part 1 ch- record side 32, card 32 FTA master 51 sh- record side 34, card 34 FTA master 54 th- record side 36, card 36 FTA master 57 5. Lyons Carnahan Phonics Kit: Digraph Hopscotch 6. Lyons Carnahan Spelling Games Kit C: Ship Shape 7. Dolch Group Sounding Game Set 8. SRA Word Games # 9 (purple) 9. 5 skill sheets</p>
<p>2- 06-05-02</p> <p>Completes words by filling in ending consonant digraphs below pictures on a worksheet.</p> <p>(ch, sh, th, ng, ck)</p>	<p>2- Complete the word</p>  <p>chur c h</p>	<p>2- 1. See 06-05-01 2. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Draw a line from the pictures to the letters which stand for the sound it ends with.</p> 	<p>1- 1. Ideal Tape 2735-5 worksheet 2736-5-2 2. Ideal Chart 273 E 3. Ideal Transparency 2739-3 4. First Talking Alphabet Part 1 ch- record side 32, card 32 FTA master 51 sh- record side 34, card 34 FTA master 54 th- record side 36, card 36 FTA master 57 5. Lyons Carnahan Phonics Kit: Digraph Hopscotch 6. Lyons Carnahan Spelling Games Kit C: Ship Shape 7. Dolch Group Sounding Game Set F 8. SRA Word Games # 9 (purple) 9. 5 skill sheets</p>	<p>1-</p>
<p>2- Complete the word</p>  <p>chur <u> c </u> <u> h </u></p>	<p>2- 1. See 06-05-01 2. 5 skill sheets</p>	<p>2-</p>

LEVEL VI - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 06-05-03</p> <p>Identifies medial consonants by choosing the correct letter below a picture and circling it.</p>	<p>3- Circle the letter that stands for the sound that you hear in the middle of the word.</p>  <p>w n g</p>	<p>3-</p> <ol style="list-style-type: none"> 1. First Talking Alphabet Part record sides 3, 4, Card 2 FTA master 3 record side 7,8 Card 4 FTA master 5 2. 5 skill sheets
<p>4- 06-05-04</p> <p>Identifies variant vowel sound of 'oi' and 'oy' by pronouncing nonsense words orally.</p>	<p>4- Orally pronounce nonsense words. foy, oyst, cloy, troil, canloy, oimer</p>	<p>4-</p> <ol style="list-style-type: none"> 1. oi - oy Ideal Tape 2795-5 (first half of tape) worksheet 2796 -5-1 2. oi Ideal Tape 2805-6 (first half of tape) worksheet 2706 -6-1 3. Ideal Transparency 2799-5 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Circle the letter that stands for the sound that you hear in the middle of the word.</p>  <p>w n g</p>	<p>3-</p> <ol style="list-style-type: none"> 1. First Talking Alphabet Part 2 record sides 3, 4, Card 2 FTA master 3 record side 7,8 Card 4 FTA master 5 2. 5 skill sheets 	<p>3-</p>
<p>4- Orally pronounce nonsense words.</p> <p>foy, oyst, cloy, troil,</p> <p>canloy, oimer</p>	<p>4-</p> <ol style="list-style-type: none"> 1. oi - oy Ideal Tape 2795-5 (first half of tape) worksheet 2796 -5-1 2. oi Ideal Tape 2805-6 (first half of tape) worksheet 2706 -6-1 3. Ideal Transparency 2799-5 4. 5 skill sheets 	<p>4-</p>

LEVEL VI - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION																														
<p>5- 06-05-05</p> <p>When given a list of words, identifies 'ou' and 'ow' as a variant vowel sound (diphthong)</p>	<p>5-</p> <p>Circle the words in each row having the vowel sound as in word <u>cow</u> <u>out</u>, <u>brown</u>, <u>you</u>, soup, <u>house</u>, grow, <u>how</u>, <u>now</u></p>	<p>5-</p> <ol style="list-style-type: none"> 1. <u>ou - ow</u> Ideal Tape 2795-5 (last half of tape) worksheet 2796-5-1 2. <u>ou</u> Ideal Tape 2805-6 (Last half of tape) worksheet 2806-6-1 3. Ideal Transparency 2799-5 4. SRA Word Games #38 A (orange cards) 5. Kenworthy - Phonic Rummy, Set I (orange cards) 6. Dolch Word Sounding Game, Set I 7. 5 skill sheets 																														
<p>6- 06-05-06</p> <p>Identifies the variant sounds of 'oo' when given a list of words.</p>	<p>6-</p> <p>Place the following words into two groups by the sound of the "oo".</p> <table> <tr> <th></th><th>GROUP 1</th><th>GROUP 2</th></tr> <tr> <td>cook</td><td></td><td></td></tr> <tr> <td>moon</td><td>cook</td><td>moon</td></tr> <tr> <td>room</td><td>took</td><td>room</td></tr> <tr> <td>soon</td><td>look</td><td>soon</td></tr> <tr> <td>took</td><td>wood</td><td>spoon</td></tr> <tr> <td>spoon</td><td></td><td>noon</td></tr> <tr> <td>look</td><td></td><td></td></tr> <tr> <td>wood</td><td></td><td></td></tr> <tr> <td>room</td><td></td><td></td></tr> </table>		GROUP 1	GROUP 2	cook			moon	cook	moon	room	took	room	soon	look	soon	took	wood	spoon	spoon		noon	look			wood			room			<p>6-</p> <ol style="list-style-type: none"> 1. <u>oo</u> Ideal Tape 2795-4 worksheets 2796-4-2 2. Ideal Transparencies 2799-5 3. Dolch Word Sounding Game, Set I 4. SRA Word Games, 36, 37 (orange cards) 5. 5 skill sheets
	GROUP 1	GROUP 2																														
cook																																
moon	cook	moon																														
room	took	room																														
soon	look	soon																														
took	wood	spoon																														
spoon		noon																														
look																																
wood																																
room																																

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Circle the words in each row having the vowel sound as in word <u>cow</u> <u>out</u> , <u>brown</u> , <u>you</u> , soup, <u>house</u> , grow, <u>how</u> , <u>now</u>	5- 1. ou - ow Ideal Tape 2795-5(last half of tape) worksheet 2796-5-1 2. ou Ideal Tape 2805-6(Last half of tape) worksheet 2806-6-1 3. Ideal Transparency 2799-5 4. SRA Word Games #38 A (orange) 5. Kenworthy - Phonic Rummy,Set C (orange cards) 6. Dolch Word Sounding Game,Set I 7. 5 skill sheets	5-
6- Place the following words into two groups by the sound of the "oo". GROUP 1 GROUP 2 cook moon moon cook moon room took room soon look soon took wood spoon spoon noon look wood room	6- 1. oo Ideal Tape 2795-4 worksheets 2796-4-2 2. Ideal Transparencies 2799-4 3. Dolch Word Sounding Game, Set I 4. SRA Word Games, 36,37(orange) 5. 5 skill sheets	6-

LEVEL VI - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 06-05-07</p> <p>Identifies the sound of <u>au</u>, <u>aw</u> when given a list of words.</p>	<p>7-</p> <p>Complete sentences with the correct word.</p> <p>Bob likes to <u>draw</u> pictures. The boy <u>caught</u> the ball</p> <p>draw, raw, caught, cause</p> <p>Circle all the words that have the sound of the underlined letters in <u>raw</u>.</p> <p><u>h</u>awl, <u>d</u>raw, <u>h</u>aul, <u>l</u>augh, <u>c</u>aught</p>	<p>7-</p> <ol style="list-style-type: none"> 1. <u>au</u> - <u>aw</u> Ideal Tape 2795-4 worksheet 2796-4-2 2. Ideal Transparency 2799 -4 3. Dolch Word Sounding Game, Set I 4. Kenworthy- Phonic Rummy Set (orange cards) 5. Lyons Carnahan Phonics Kit: Full House 6. 5 skill sheets

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EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Complete sentences with the correct word.</p> <p>Bob likes to draw pictures. The boy <u>caught</u> the ball</p> <p>draw, raw, caught, cause</p> <p>Circle all the words that have the sound of the underlined letters in <u>raw</u>.</p> <p><u>h</u>aw<u>l</u>, dr<u>a</u>w, h<u>a</u>u<u>l</u>, l<u>a</u>ugh, <u>ca</u>ught</p>	<p>7-</p> <ol style="list-style-type: none"> 1. <u>au</u> - aw Ideal Tape 2795-4 worksheet 2796-4-2 2. Ideal Transparency 2799 -4 3. Dolch Word Sounding Game, Set I 4. Kenworthy- Phonic Rummy Set C (orange cards) 5. Lyons Carnahan Phonics Kit: Full House 6. 5 skill sheets 	<p>7-</p>

LEVEL VII - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>1- 07-05-01 Writes the initial two-letter consonant blends when dictated in a word.</p>	<p>1- "Write the two-letter blends which you hear at the beginning of each of the following five words." trout, green, blue, swing, smooth <u>tr</u> <u>bl</u> <u>sm</u> <u>gr</u> <u>sw</u></p>	<p>1- 1. Ideal transparencies #2739 chart #1,2. 2. See Level IV-10 for review material. 3. Lyons & Carnahan Spelling Games Kit C: Start Smart, Listen. 4. Lyons & Carnahan Phonics Kit: Blends Race. 5. SRA Word Game: Grange 11, 12, 13, 14. 6. 5 skill sheets.</p>
<p>2- 07-05-02 From a group of blends and digraphs, circle the correct three-letter consonant blend or digraph which begins a pronounced word.</p>	<p>2- "Circle the correct three-letter blend in a word you hear." 1. <u>scr</u> 2. str thr spr spl squ Teacher pronounces the words. scrub squash</p>	<p>2- 1. Instructor Basic Phonics: Initial Consonant Blends. 2. 5 skill sheets.</p>

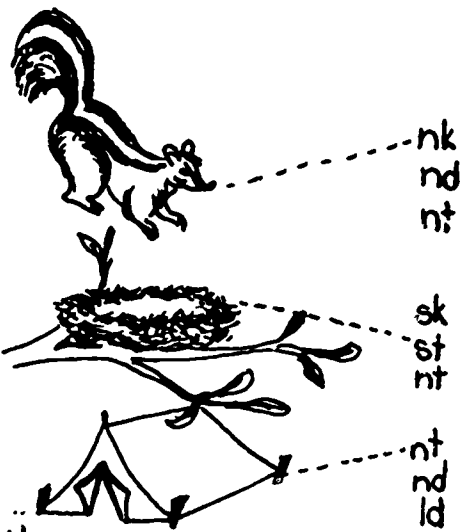
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>"Write the two-letter blends which you hear at the beginning of each of the following five words."</p> <p>trout, green, blue, swing, smooth</p> <p><u>tr</u> <u>bl</u> <u>sm</u> <u>gr</u> <u>sw</u></p>	<p>1-</p> <ol style="list-style-type: none"> 1. Ideal transparencies #2739 chart #1,2. 2. See Level IV-10 for review material. 3. Lyons & Carnahan Spelling Games Kit C: Start Smart, Listen. 4. Lyons & Carnahan Phonics Kit: Blends Race. 5. SRA Word Game: Grange 11, 12, 13, 14. 6. 5 skill sheets. 	
<p>2-</p> <p>"Circle the correct three-letter blend in a word you hear."</p> <p>1. <u>scr</u> 2. str</p> <p>thr spr</p> <p>spl squ</p> <p>Teacher pronounces the words.</p> <p>squash</p>	<p>2-</p> <ol style="list-style-type: none"> 1. Instructor Basic Phonics: Initial Consonant Blends. 2. 5 skill sheets. 	<p>242</p>

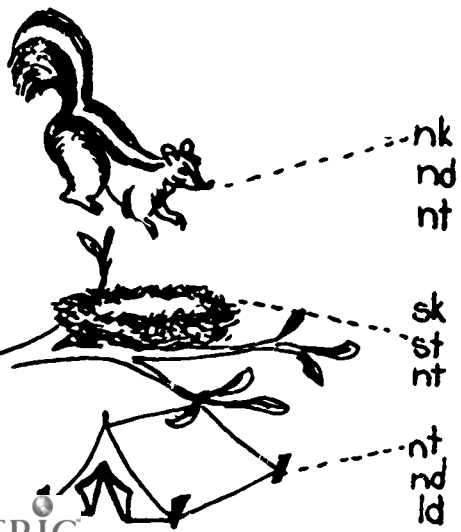
LEVEL VII - Phonetic Analysis

SKILLS OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 07-05-03</p> <p>Given a list of words, identifies consonants that make one sound.</p>	<p>3- Circle the consonants that make one sound.</p> <p>knife climb</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal transparencies 2799 #9 - chart R worksheet 2794-24 2. Ideal tape 2795-9 worksheet 2796-2 3. Ideal tape 2805-6 worksheet 2806-6-2 (2nd half) 4. 5 skill sheets 5. Ideal Spelling Generalizations transparencies 2809 #6 worksheet 2804-17
<p>4- 07-05-04</p> <p>Identifies the two sounds of <u>c</u> by applying the following principle: If the <u>c</u> is followed by <u>e</u>, <u>i</u>, or <u>y</u> it will sound like the <u>c</u> in <u>city</u>. If the <u>c</u> is followed by <u>a</u>, <u>o</u> or <u>u</u> it will sound like the <u>c</u> in <u>cat</u>.</p>	<p>4- "Write the following words under the correct key words."</p> <p>city cat</p> <p>cent candle</p> <p>cider care</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal tape 2795-9 worksheet 2796-9-1 2. Ideal transparencies 2799 -#9 worksheet 2794 -23 3. Lyons & Carnahan Phonics: Spin Hard, Spin Soft 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Circle the consonants that make one sound.</p> <p>(k)nife clim(b)</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal transparencies 2799 #9 - chart R worksheet 2794-24 2. Ideal tape 2795-9 worksheet 2796-2 3. Ideal tape 2805-6 worksheet 2806-6-2 (2nd half) 4. 5 skill sheets 5. Ideal Spelling Generalizations: transparencies 2809 #6 worksheet 2804-17 	
<p>4- "Write the following words under the correct key words."</p> <p><u>city</u> <u>cat</u></p> <p>cent candle</p> <p>cider care</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal tape 2795-9 worksheet 2796-9-1 2. Ideal transparencies 2799 -#9 worksheet 2794 -23 3. Lyons & Carnahan Phonics: Spin Hard, Spin Soft 4. 5 skill sheets 	

LEVEL VII - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 07-05-05</p> <p>Identifies the sound of <u>g</u> in a given list of words.</p>	<p>5- "Write the following words under the key words that have the same sound of "g".</p> <p><u>gate</u> <u>giant</u></p> <p>goat gem</p>	<p>5- 1. Ideal tape 2795-9 worksheet 2796-9-1 2. Ideal transparencies 2799-#9 3. Lyons & Carnahan Phonics Kit: Spin Hard, Spin Soft. 4. 5 skill sheets.</p>
<p>6- 07-05-06</p> <p>Matches ending two-letter consonant blends by drawing lines to pictures on a worksheet.</p>	<p>6- "Match the ending two-letter blends to the correct picture by drawing a line."</p>  <p>nk nd nt</p> <p>sk st nt</p> <p>nt nd ld</p>	<p>6- 1. 5 skill sheets.</p>


EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- "Write the following words under the key words that have the same sound of "g".</p> <p><u>gate</u> <u>giant</u></p> <p>goat gem</p>	<p>5- 1. Ideal tape 2795-9 worksheet 2796-9-1</p> <p>2. Ideal transparencies 2799-#9</p> <p>3. Lyons & Carnahan Phonics Kit: Spin Hard, Spin Soft.</p> <p>4. 5 skill sheets.</p>	
<p>6- "Match the ending two-letter blends to the correct picture by drawing a line."</p>  <p>nk nd nt</p> <p>sk st nt</p> <p>nt nd ld</p>	<p>6- 1. 5 skill sheets.</p>	<p>246</p>


LEVEL VII - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 07-05-07</p> <p>Given words identifies the ending sounds of "y" by listing in the correct columns under the key words.</p>	<p>7-</p> <p>From a given list, write the word that has the same ending sound as the key word under the picture.</p> <p>funny, cry, bunny, why, buy, daddy.</p> <p>b a b y f l y</p> <p>1. _____ 1. _____</p> <p>2. _____ 2. _____</p> <p>3. _____ 3. _____</p> <p>4. _____ 4. _____</p>	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal tape 2745-7 worksheet 2746-7-1, 2746-7-2. 2. Ideal transparencies 2749 #4 3. 5 skill sheets.
<p>8- 07-05-08</p> <p>Decodes common phonograms with consonant blends and digraphs.</p>	<p>8-</p> <p>Make new words using these phonograms</p> <p>_____ ast</p> <p>_____ ock</p> <p>_____ ang</p> <p>_____ ush</p> <p>_____ end</p> <p>_____ ish</p>	<p>8-</p> <ol style="list-style-type: none"> 1. SRA Word Games 15, 16, 17, 19 (olive) 2. Word Family Game 3. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ct	<p>7- From a given list, write the word that has the same ending sound as the key word under the picture.</p> <p>funny, cry, bunny, why, buy, daddy.</p> <p>b a b y f l y</p> <p>1. _____ 1. _____</p> <p>2. _____ 2. _____</p> <p>3. _____ 3. _____</p> <p>4. _____ 4. _____</p>	<p>7- 1. Ideal tape 2745-7 worksheet 2746-7-1, 2746-7-2. 2. Ideal transparencies 2749 #4 3. 5 skill sheets.</p>	
ns nd	<p>8- Make new words using these phonograms</p> <p>_____ ast</p> <p>_____ ock</p> <p>_____ ang</p> <p>_____ ush</p> <p>_____ end</p> <p>_____ ish</p>	<p>8- 1. SRA Word Games 15, 16, 17, 18, 19 (olive) 2. Word Family Game 3. 5 skill sheets</p>	<p>8-</p>

LEVEL VIII - Phonetic Analysis

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 08-05-01</p> <p>Identifies medial consonant digraphs by choosing one of three digraphs and circling the digraph. (ch, sh, th, ck)</p>	<p>1-</p> <p>Circle the medial digraph</p> <p>ch th sh</p> 	<p>1-</p> <p>1. 5 skill sheets</p>
<p>2- 08-05-02</p> <p>Identifies beginning three-letter blends by writing them as teacher dictates a list of words. (spr, str, scr, spl, squ, shr, sch, chr, thr)</p>	<p>2-</p> <p>Write the three letter blend you hear in these words: scream, throw, strong.</p> <p>1. <u>scr</u></p> <p>2. <u>thr</u></p> <p>3. <u>str</u></p>	<p>2-</p> <p>1. Instructor- Basic Phonics Initial Consonant Blends</p> <p>2. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Circle the medial digraph</p> <p>ch th <u>sh</u></p> 	<p>1-</p> <p>1. 5 skill sheets</p>	<p>1-</p>
<p>2-</p> <p>Write the three letter blend you hear in these words: scream, throw, strong.</p> <p>1. <u>scr</u></p> <p>2. <u>thr</u></p> <p>3. <u>str</u></p>	<p>2-</p> <p>1. Instructor- Basic Phonics Initial Consonant Blends</p> <p>2. 5 skill sheets</p>	<p>2-</p>

LEVEL IX - Phonetic Analysis

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 09-05-01</p> <p>Identifies medial consonant digraphs by filling in missing letters in a word below a picture. (th, ch, sh, ck, ng)</p>	<p>1- Write the missing consonant digraphs. Use th, ch, sh, ck, or ng.</p> <p>Pit <u> c </u> <u> h </u> er</p> <p>sun <u> s </u> <u> h </u> ine</p> <p>fea <u> t </u> <u> h </u> er</p>	<p>1- 1. 5 skill sheets</p>
<p>2- 09-05-02</p> <p>Identifies ending two-letter consonant blends by filling in missing letters. (nk, nd, nt, sk, st, ld, lt, sp, mp, lp, ft, lk except when preceded by "a")</p>	<p>2- Write in the ending two letter blend.</p> <p>ma <u> s </u> <u> k </u></p> <p>ha <u> n </u> <u> d </u></p> <p>ne <u> s </u> <u> t </u></p>	<p>2- 1. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Write the missing consonant digraphs. Use th, ch, sh, ck, or ng.</p> <p>Pit <u> c </u> <u> h </u> er</p> <p>sun <u> s </u> <u> h </u> ine</p> <p>fea <u> t </u> <u> h </u> er</p>	<p>1- 1. 5 skill sheets</p>	<p>1-</p>
<p>2- Write in the ending two letter blend.</p> <p>ma <u> s </u> <u> k </u></p> <p>ha <u> n </u> <u> d </u></p> <p>ne <u> s </u> <u> t </u></p>	<p>2- 1. 5 skill sheets</p>	<p>2-</p>

LEVEL IX - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 09-05-03</p> <p>Identifies letters that make the "f" sound in "gh" and "ph" words in a sentence by circling them.</p>	<p>3- Circle the letters that make the "f" sound.</p> <ol style="list-style-type: none"> 1. The children laugh and play. 2. Father called mother to the phone. 	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2799-9 Ideal worksheet 2794-21 2. 5 skill sheets

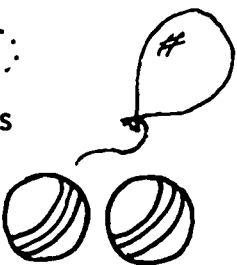
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Circle the letters that make the "f" sound.</p> <p>1. The children laugh and play.</p> <p>2. Father called mother to the phone.</p>	<p>3-</p> <p>1. Ideal Transparency 2799-9 Ideal worksheet 2794-21</p> <p>2. 5 skill sheets</p>	<p>3-</p>

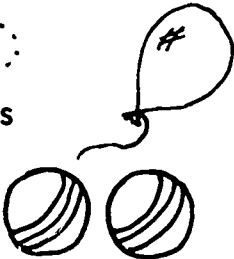
LEVEL X - Phonetic Analysis

SKILL OBJECTIVE X -	EXAMPLE	INSTRUCTION																																												
<p>1- 10-05-01</p> <p>Identifies the variant sounds of "ough".</p>	<p>1-</p> <p>Place the words listed below under the key word having the same sound.</p> <table><tr><td>trough</td><td>dough</td></tr><tr><td>thorough</td><td>although</td></tr><tr><td>rough</td><td>cough</td></tr><tr><td>thought</td><td>tough</td></tr></table> <table><tr><td><u>enough</u></td><td><u>though</u></td><td><u>ought</u></td></tr><tr><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td></tr></table>	trough	dough	thorough	although	rough	cough	thought	tough	<u>enough</u>	<u>though</u>	<u>ought</u>	_____	_____	_____	_____	_____	_____	_____	_____	_____	<p>1-</p> <p>1. 5 skill sheets</p>																								
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_____	_____	_____																																												
<p>2- 10-05-02</p> <p>Identifies variant vowel sounds by circling all the letters that make the same sound as the vowel in the key word in each set.</p>	<p>2-</p> <p>A number of letters in the following words have the same sound. Circle all the letters that make the same sound as the vowel sound in the key word.</p> <table><tr><td><u>Set I</u></td><td><u>Set II</u></td><td><u>Set III</u></td><td><u>Set IV</u></td></tr><tr><td><u>cake</u></td><td><u>bed</u></td><td><u>see</u></td><td><u>air</u></td></tr><tr><td>re<u>i</u>ns</td><td>br<u>e</u>ad</td><td>bel<u>ie</u>ve</td><td>the<u>i</u>r</td></tr><tr><td>sle<u>i</u>gh</td><td>h<u>e</u>ad</td><td>th<u>ie</u>f</td><td>the<u>r</u>e</td></tr><tr><td>gr<u>ea</u>t</td><td>d<u>ea</u>d</td><td>rece<u>i</u>ve</td><td>pa<u>i</u>n</td></tr><tr><td>ste<u>a</u>k</td><td>tr<u>ea</u>d</td><td>rece<u>i</u>pt</td><td>pa<u>r</u>e</td></tr><tr><td>gr<u>ee</u>t</td><td>sp<u>re</u>ad</td><td>ch<u>ie</u>f</td><td>pe<u>a</u>r</td></tr><tr><td>fre<u>i</u>ght</td><td>s<u>a</u>id</td><td>br<u>ie</u>f</td><td>be<u>a</u>r</td></tr><tr><td>pr<u>ee</u>y</td><td>r<u>ea</u>d</td><td>gr<u>ie</u>f</td><td>ba<u>r</u>e</td></tr><tr><td></td><td></td><td></td><td>ha<u>i</u>r</td></tr><tr><td></td><td></td><td></td><td>ca<u>r</u>e</td></tr></table>	<u>Set I</u>	<u>Set II</u>	<u>Set III</u>	<u>Set IV</u>	<u>cake</u>	<u>bed</u>	<u>see</u>	<u>air</u>	re <u>i</u> ns	br <u>e</u> ad	bel <u>ie</u> ve	the <u>i</u> r	sle <u>i</u> gh	h <u>e</u> ad	th <u>ie</u> f	the <u>r</u> e	gr <u>ea</u> t	d <u>ea</u> d	rece <u>i</u> ve	pa <u>i</u> n	ste <u>a</u> k	tr <u>ea</u> d	rece <u>i</u> pt	pa <u>r</u> e	gr <u>ee</u> t	sp <u>re</u> ad	ch <u>ie</u> f	pe <u>a</u> r	fre <u>i</u> ght	s <u>a</u> id	br <u>ie</u> f	be <u>a</u> r	pr <u>ee</u> y	r <u>ea</u> d	gr <u>ie</u> f	ba <u>r</u> e				ha <u>i</u> r				ca <u>r</u> e	<p>2-</p> <p>1. Ideal Transparency 2799-4</p> <p>2. Ideal Spelling Generalization 2804 a worksheet # 7 ee worksheet # 9</p> <p>3. 5 skill sheets</p>
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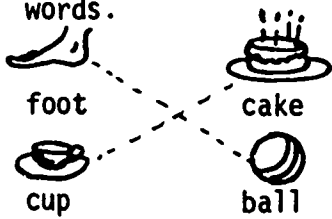
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<u>Set I</u>	<u>Set II</u>	<u>Set III</u>	<u>Set IV</u>																																												
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gray	spread	chief	pear																																												
freight	said	brief	bear																																												
prey	read	grief	bare																																												
			hair																																												
			care																																												





LEVEL IV - Structural Analysis

SKILL OBJECTIVE (3)	EXAMPLE	INTRODUCTION
<p>1- 04-06-01</p> <p>Identifies the singular or plural form of the word which matches the number of objects in a picture.</p>	<p>1- Circle the word that belongs with the picture.</p> <div><div>balloon</div><div>balloons</div><div>balls</div><div>ball</div></div>	<p>1- 1. Ideal Tape 2775-6 worksheet 2776-6-1 2. Ideal Transparency 2779-6 K worksheet 2774-15 3. 5 skill sheets</p>
<p>2- 04-06-02</p> <p>Identifies the plural form when an "S" makes it plural.</p>	<p>2- Circle the words that mean more than one.</p> <div><div>ball</div><div>cats</div><div>toys</div><div>doll</div><div>hats</div><div>girl</div><div>dogs</div><div>toy</div></div>	<p>2- 1. Ideal Tape 2805-1 worksheet 2806-6-1 2. Ideal Tape 2825-3-1 worksheet 2826-3-1 3. Ideal Transparency 2809-1 worksheet 2804-1 4. Ideal Transparency 2829-3 A 5. 5 skill sheets</p>

EXAMPLE	INTRODUCTION	SUPPLEMENTAL
<p>1- Circle the word that belongs with the picture.</p> <p>balloon</p> <p>balloons</p> <p>balls</p> <p>ball</p> 	<p>1- 1. Ideal Tape 2775-6 worksheet 2776-6-1</p> <p>2. Ideal Transparency 2779-6 K worksheet 2774-15</p> <p>3. 5 skill sheets</p>	<p>1-</p>
<p>2- Circle the words that mean more than one.</p> <p>ball hats</p> <p>cats girl</p> <p>toys dogs</p> <p>doll toy</p>	<p>2- 1. Ideal Tape 2805-1 worksheet 2805-6-1</p> <p>2. Ideal Tape 2825-3-1 worksheet 2826-3-1</p> <p>3. Ideal Transparency 2809-1 worksheet 2804-1</p> <p>4. Ideal Transparency 2829-3 A</p> <p>5. 5 skill sheets</p>	<p>2-</p>

LEVEL IV - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 04-06-02</p> <p>Matches pictures to form compound words.</p>	<p>3-</p> <p>Name the picture. Read the word below the picture. Draw a line to form compound words.</p> <div data-bbox="500 344 831 564">  <p>foot cake</p> <p>cup ball</p> </div>	<p>3-</p> <p>1. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Name the picture. Read the word below the picture. Draw a line to form compound words.</p> <div data-bbox="62 344 392 564"> foot</div> <div data-bbox="282 344 392 423"> cake</div> <div data-bbox="62 470 156 533"> cup</div> <div data-bbox="282 470 392 533"> ball</div> <p>Dashed lines connect the foot to the cup and the cake to the ball, illustrating the formation of compound words: footcup and cakeball.</p>	<p>3- 1. 5 skill sheets</p>	<p>3-</p>

LEVEL V - Structural Analysis

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 05-06-01</p> <p>Matches words to form compound words.</p>	<p>1- Draw a line to make a new word.</p> <p>farm store</p> <p>side walk</p> <p>book house</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2799-8 worksheet 2774-21 2. SRA Word Game, 24 (blue) 3. 5 skill sheets
<p>2- 05-06-02</p> <p>Identifies one or two syllables in a list of words given orally.</p>	<p>2- Listen to each word as I say it. Circle the number of syllables you hear.</p> <p>baby 1. 1 (2)</p> <p>cent 2. (1) 2</p> <p>boy 3. (1) 2</p> <p>mother 4. 1 (2)</p>	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2755-1 worksheet 2756-1-1 2. Ideal Tape 2755-1 worksheet 2756-1-2 3. Ideal Transparency 2759-1 worksheet 2754-1 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Draw a line to make a new word.</p> <p>farm store</p> <p>side walk</p> <p>book house</p>	<p>1- 1. Ideal Transparency 2799-8 worksheet 2774-21</p> <p>2. SRA Word Game, 24 (blue)</p> <p>3. 5 skill sheets</p>	<p>1-</p>
<p>2- Listen to each word as I say it. Circle the number of syllables you hear.</p> <p>baby 1. 1 (2)</p> <p>cent 2. (1) 2</p> <p>boy 3. (1) 2</p> <p>mother 4. 1 (2)</p>	<p>2- 1. Ideal Tape 2755-1 worksheet 2756-1-1</p> <p>2. Ideal Tape 2755-1 worksheet 2756-1-2</p> <p>3. Ideal Transparency 2759-1 worksheet 2754-1</p> <p>4. 5 skill sheets</p>	<p>2-</p>

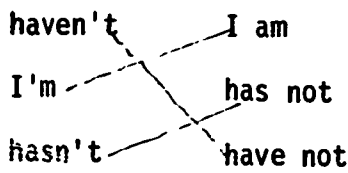
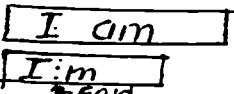
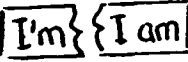
LEVEL V - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 05-06-03</p> <p>Identifies a contraction in a sentence.</p>	<p>3- Circle the contractions in the following sentences.</p> <ol style="list-style-type: none"> 1. John and Susan <u>didn't</u> get home. 2. Mary <u>isn't</u> going to the store for mother. 	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2779-8 P 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Circle the contractions in the following sentences.</p> <p>1. John and Susan <u>didn't</u> get home.</p> <p>2. Mary <u>isn't</u> going to the store for mother.</p>	<p>3-</p> <p>1. Ideal Transparency 2779-8 P</p> <p>2. 5 skill sheets</p>	<p>3-</p>

LEVEL VI - Structural Analysis

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 06-06-01</p> <p>Matches contractions by connecting them with their uncontracted form, (can't, haven't, hadn't, hasn't, isn't, wasn't, I'm, it's, didn't, he's, she's.)</p>	<p>1- Draw a line to the words that mean the same thing.</p> <p>haven't I am I'm has not hasn't have not</p>	<p>1- 1. Ideal Transparency 2779-8 P 2. Contraction Cards <u>I am</u> <u>I'm</u> 3. Contraction Puzzle (contraction on puzzle piece with uncontracted form on matching part) 4. 5 skill sheets <u>I'm</u> {I</p>
<p>2- 06-06-02</p> <p>Identifies one or two syllables in a given list of words.</p>	<p>2- Write <u>1</u> if there is one syllable. Write <u>2</u> if there are two syllables.</p> <p>running <u>2</u> school <u>1</u></p>	<p>2- 1. Ideal Tape 2755-2 worksheet 2756-2-1 2. Ideal Transparency 2759-1 worksheet 2754-2,3,4,5 3. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Draw a line to the words that mean the same thing.</p> <p>haven't I am I'm has not hasn't have not</p> 	<p>1- 1. Ideal Transparency 2779-8 P 2. Contraction Cards  3. Contraction Puzzle (contraction on puzzle piece with uncontracted form on matching part) 4. 5 skill sheets </p>	<p>1-</p>
<p>2- Write 1 if there is one syllable. Write 2 if there are two syllables.</p> <p>running <u>2</u> school <u>1</u></p>	<p>2- 1. Ideal Tape 2755-2 worksheet 2756-2-1 2. Ideal Transparency 2759-1 B worksheet 2754-2,3,4,5 3. 5 skill sheets</p>	<p>2-</p>

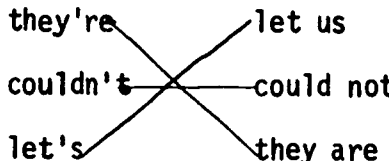
LEVEL VI - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 06-06-03</p> <p>Identifies the root word in words ending in "ing", "ed" and "s" when the root word does not change.</p>	<p>3- Circle the root words that help you recognize these words.</p> <p>walked</p> <p>boys</p> <p>going</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-1 worksheet 2776-1-1 2. Ideal Transparency 2779-1 A 3. Ideal Transparency 2759-4 H worksheet 2754-13 4. Ideal Transparency 2809-7 N 5. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Circle the root words that help you recognize these words.</p> <p>walked</p> <p>boys</p> <p>going</p>	<p>3-</p> <ol style="list-style-type: none">1. Ideal Tape 2775-1 worksheet 2776-1-12. Ideal Transparency 2779-1 A3. Ideal Transparency 2759-4 H worksheet 2754-134. Ideal Transparency 2809-7 N5. 5 skill sheets	<p>3-</p>

LEVEL VII - Structural Analysis

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 07-06-01</p> <p>Matches the contractions by connecting them with their uncontracted forms. (you're, they're, let's, aren't, wouldn't, couldn't, shouldn't, that's)</p>	<p>1- Draw a line to the words that mean the same thing.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div>they're</div> <div>couldn't</div> <div>let's</div> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div>let us</div> <div>could not</div> <div>they are</div> </div>	<p>1- 1. Ideal Transparency 2779-8 P worksheet 2774-22 2. Puzzles-See obj. 06-06-01 3. 5 skill sheets</p>
<p>2- 07-06-02</p> <p>Adds the inflectional endings "ing", "ed", "en", and "s" to verbs which do not change the root.</p>	<p>2- Add the endings to the words in each box. Write the new word on the line.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> ing add <u>adding</u> open <u>opening</u> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> ed jump <u>jumped</u> play <u>played</u> </div> </div> <div style="display: flex; justify-content: space-around; width: 100%; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> s give <u>gives</u> smile <u>smiles</u> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> en gold <u>golden</u> hard <u>harden</u> </div> </div> </div>	<p>2- 1. Ideal Tape 2775-1 worksheet 2776-1-2 2. Ideal Transparency 2779-1 D worksheet 2774-2 3. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Draw a line to the words that mean the same thing.</p> <p>they're let us couldn't could not let's they are</p> 	<p>1- 1. Ideal Transparency 2779-8 P worksheet 2774-22 2. Puzzles-See obj. 06-06-01 3. 5 skill sheets</p>	<p>1-</p>
<p>2- Add the endings to the words in each box. Write the new word on the line.</p> <div data-bbox="84 1053 300 1157"> <p>ing add <u>adding</u> open <u>opening</u></p> </div> <div data-bbox="323 1053 531 1157"> <p>ed jump <u>jumped</u> play <u>played</u></p> </div> <div data-bbox="84 1212 300 1332"> <p>s give <u>gives</u> smile <u>smiles</u></p> </div> <div data-bbox="323 1212 531 1332"> <p>en gold <u>golden</u> hard <u>harden</u></p> </div>	<p>2- 1. Ideal Tape 2775-1 worksheet 2776-1-2 2. Ideal Transparency 2779-1 D worksheet 2774-2 3. 5 skill sheets</p>	<p>2-</p>

LEVEL VII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION								
<p>3- 07-06-03</p> <p>Forms compound words from given root words.</p>	<p>3-</p> <p>Each word in List A will make a compound word with a word in List B. Write the compound word</p> <table><tr><td>A</td><td>B</td></tr><tr><td>foot</td><td>glasses</td></tr><tr><td>sun</td><td>yard</td></tr><tr><td>barn</td><td>ball</td></tr></table> <p>1. football 2. sunglasses 3. barnyard</p>	A	B	foot	glasses	sun	yard	barn	ball	<p>3-</p> <p>1. Ideal Tape 2775-8 worksheet 2776-8-1 2. SRA Word Games, 24 (blue) 3. 5 skill sheets</p>
A	B									
foot	glasses									
sun	yard									
barn	ball									
<p>4- 07-06-04</p> <p>Identifies one, two, or three syllable words.</p>	<p>4-</p> <p>Write the number of syllables in each word on the line beside it.</p> <table><tr><td>farmer</td><td><u>2</u></td></tr><tr><td>first</td><td><u>1</u></td></tr><tr><td>elephant</td><td><u>3</u></td></tr></table>	farmer	<u>2</u>	first	<u>1</u>	elephant	<u>3</u>	<p>4-</p> <p>1. Lyons Carnahan Phonics Kit; Syllable Count 2. Lyons Carnahan Spelling Kit; Kit C- Capture 3. Dolch Group Sounding Game Set K 4. Dolch- The Syllable Game 5. 5 skill sheets</p>		
farmer	<u>2</u>									
first	<u>1</u>									
elephant	<u>3</u>									

EXAMPLE	INSTRUCTION	SUPPLEMENTAL								
<p>3- Each word in List A will make a compound word with a word in List B. Write the compound word</p> <table><tr><td>A</td><td>B</td></tr><tr><td>foot</td><td>glasses</td></tr><tr><td>sun</td><td>yard</td></tr><tr><td>barn</td><td>ball</td></tr></table> <p>1. football 2. sunglasses 3. barnyard</p>	A	B	foot	glasses	sun	yard	barn	ball	<p>3-</p> <p>1. Ideal Tape 2775-8 worksheet 2776-8-1 2. SRA Word Games, 24 (blue) 3. 5 skill sheets</p>	<p>3-</p>
A	B									
foot	glasses									
sun	yard									
barn	ball									
<p>4- Write the number of syllables in each word on the line beside it.</p> <table><tr><td>farmer</td><td><u>2</u></td></tr><tr><td>first</td><td><u>1</u></td></tr><tr><td>elephant</td><td><u>3</u></td></tr></table>	farmer	<u>2</u>	first	<u>1</u>	elephant	<u>3</u>	<p>4-</p> <p>1. Lyons Carnahan Phonics Kit; Syllable Count 2. Lyons Carnahan Spelling Kit; Kit C- Capture 3. Dolch Group Sounding Game Set K 4. Dolch- The Syllable Game 5. 5 skill sheets</p>	<p>4-</p>		
farmer	<u>2</u>									
first	<u>1</u>									
elephant	<u>3</u>									

LEVEL VIII - Structural Analysis

SKILL OBJECTIVE (9)	EXAMPLE	INSTRUCTION
<p>1- 08-06-01</p> <p>Matches contractions to their uncontracted form, (I'll, he'll, she'll, you'll, they'll, I've, you've, we've, they've, I'd, he'd, they'd, we'd, she'd, you'd, won't, don't.)</p>	<p>1-</p> <p>Draw a line to the word that means the same thing.</p> <p>we've I would I'd we have he'll he will</p>	<p>1-</p> <p>1. Ideal Transparency 2809-1 B worksheet 2804-2,3</p> <p>2. 5 skill sheets</p>
<p>2- 08-06-02</p> <p>Writes the contraction for the two given words when only one letter is omitted.</p>	<p>2-</p> <p>Make contractions from the words below</p> <p>did not <u>didn't</u> let us <u>let's</u></p>	<p>2-</p> <p>1. Ideal Tape 2775-8 worksheet 2776-8-2</p> <p>2. Ideal Tape 2805-1 worksheet 2806-1-2</p> <p>3. See previous objectives for games</p> <p>4. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Draw a line to the word that means the same thing.</p> <p>we've I would</p> <p>I'd we have</p> <p>he'll he will</p>	<p>1-</p> <p>1. Ideal Transparency 2809-1 B worksheet 2804-2,3</p> <p>2. 5 skill sheets</p>	<p>1-</p>
<p>2-</p> <p>Make contractions from the words below</p> <p>did not <u>didn't</u></p> <p>let us <u>let's</u></p>	<p>2-</p> <p>1. Ideal Tape 2775-8 worksheet 2776-8-2</p> <p>2. Ideal Tape 2805-1 worksheet 2806-1-2</p> <p>3. See previous objectives for games</p> <p>4. 5 skill sheets</p>	<p>2-</p>

LEVEL VIII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 08-06-03</p> <p>Differentiates between possessive forms and plural forms by identifying one or the other when they are presented together.</p>	<p>3-</p> <p>Underline what should be possessive forms in these sentences.</p> <p>The <u>girls'</u> mothers had a party.</p> <p>The girls ran away.</p> <p>The <u>girl's</u> coat is lost.</p> <p>Underline the plural forms in these sentences.</p> <p>The <u>boys</u> are here.</p> <p>The <u>boys'</u> car is new.</p> <p>The <u>children</u> are all young.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2825-3 worksheet 2826-3-1 2. Ideal Transparency 2829-3 worksheet 2824 3. Ideal Transparency 2779-9 4. 5 skill sheets
<p>4- 08-06-04</p> <p>Differentiates among singular possessive and the two plural possessive forms by identifying each when they are given together.</p>	<p>4-</p> <p>Put S beside the sentence if the underlined word is singular possessive. Put P beside the sentence if the underlined word is plural possessive.</p> <p><u>P</u> 1. The <u>oxen's</u> owner fed them.</p> <p><u>S</u> 2. My <u>father's</u> mother is my grandmother.</p> <p><u>P</u> 3. The <u>fishes'</u> bowl needs to be cleaned.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-9 worksheet 2776-9-1 2. Ideal Transparency 2779-9 worksheet 2774-23 3. 5 skill sheets

1 Analysis

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
er ed	<p>3- Underline what should be possessive forms in these sentences.</p> <p>The <u>girls'</u> mothers had a party.</p> <p>The girls ran away.</p> <p>The <u>girl's</u> coat is lost.</p> <p>Underline the plural forms in these sentences.</p> <p>The <u>boys</u> are here.</p> <p>The <u>boys'</u> car is new.</p> <p>The <u>children</u> are all young.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2825-3 worksheet 2826-3-1 2. Ideal Transparency 2829-3 E worksheet 2824 3. Ideal Transparency 2779-9 Q 4. 5 skill sheets 	<p>3-</p>
nd give each	<p>4- Put S beside the sentence if the underlined word is singular possessive. Put P beside the sentence if the underlined word is plural possessive.</p> <p><u>P</u> 1. The <u>oxen's</u> owner fed them.</p> <p><u>S</u> 2. My <u>father's</u> mother is my grandmother.</p> <p><u>P</u> 3. The <u>fishes'</u> bowl needs to be cleaned.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-9 worksheet 2776-9-1 2. Idea' Transparency 2779-9 Q worksheet 2774-23 3. 5 skill sheets 	<p>4-</p>

LEVEL VIII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 08-06-05</p> <p>Divides words into syllables by applying the following principles: divide between compound words.</p>	<p>5- Draw a line between the syllables of the following compound words.</p> <p>milkman airplane inside</p>	<p>5- 1. 5 skill sheets</p>
<p>6- 08-06-06</p> <p>Identifies the plural forms of words when "f" is changed to "v".</p>	<p>6- Write the plural forms of the following words.</p> <p>calf <u>calves</u></p> <p>knife <u>knives</u></p>	<p>6- 1. Ideal Transparency 2779-7 2. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Draw a line between the syllables of the following compound words.</p> <p>milkman airplane inside</p>	<p>5- 1. 5 skill sheets</p>	<p>5- 1. Teacher made puzzle.</p> <div>air } plane</div>
<p>6- Write the plural forms of the following words.</p> <p>calf <u>calves</u></p> <p>knife <u>knives</u></p>	<p>6- 1. Ideal Transparency 2779-7 M 2. 5 skill sheets</p>	<p>6-</p>

LEVEL VIII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION								
<p>7- 08-06-07</p> <p>Identifies the plural forms of words when "y" is changed to "i".</p>	<p>7- Write the plural form of the following words.</p> <table><tr><td>city</td><td>cities</td></tr><tr><td>lady</td><td>ladies</td></tr><tr><td>cry</td><td>cries</td></tr><tr><td>fry</td><td>fries</td></tr></table>	city	cities	lady	ladies	cry	cries	fry	fries	<p>7-</p> <ol style="list-style-type: none">1. Ideal Tape 2775-6 worksheet 2776-6-22. Ideal Transparency 2779-6 Worksheet 2774-16
city	cities									
lady	ladies									
cry	cries									
fry	fries									
<p>8- 08-06-08</p> <p>Adds the suffixes "ing", "ed," "est", and "er", to root words without doubling the final consonants.</p>	<p>8- Add the endings to the words in the boxes.</p> <table><tr><td>ing back__</td><td>ed pack__</td><td>est dark__</td></tr><tr><td colspan="3">er smart__</td></tr></table>	ing back__	ed pack__	est dark__	er smart__			<p>8-</p> <ol style="list-style-type: none">1. Ideal Tape 2775-2 worksheet 2776-2-12. Ideal Tape 2775-2 worksheet 2776-2-23. Ideal Tape 2775-7 worksheet 2776-7-24. Ideal Transparency 2779-20 worksheet 2774-45. Ideal Transparency 2809-7 worksheet 2804-196. SRA Word Games 22,23 (blue)7. Lyons Carnahan Spelling Game Kit D No Nonsense8. 5 skill sheets		
ing back__	ed pack__	est dark__								
er smart__										

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Write the plural form of the following words.</p> <p>city cities</p> <p>lady ladies</p> <p>cry cries</p> <p>fry fries</p>	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-6 worksheet 2776-6-2 2. Ideal Transparency 2779-6 L Worksheet 2774-16 	<p>7-</p>
<p>8- Add the endings to the words in the boxes.</p> <div data-bbox="53 917 223 1003">ing back__</div> <div data-bbox="246 917 385 1003">ed pack__</div> <div data-bbox="400 917 523 1003">est dark__</div> <div data-bbox="53 1042 223 1128">er smart__</div>	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-2 worksheet 2776-2-1 2. Ideal Tape 2775-2 worksheet 2776-2-2 3. Ideal Tape 2775-7 worksheet 2776-7-2 4. Ideal Transparency 2779-20 worksheet 2774-4 5. Ideal Transparency 2809-7 N worksheet 2804-19 6. SRA Word Games 22,23 (blue) 7. Lyons Carnahan Spelling Games! Kit D No Nonsense 8. 5 skill sheets 	<p>8-</p>

LEVEL VIII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>9- 08-06-09</p> <p>Forms plurals of singular words ending in s, x, sh, and ch by adding es to the root word.</p>	<p>9-</p> <p>When a word ends in the letters ch,s,sh, or x, we usually add es to make the word mean more than one. Write the word that means more than one on the line after each word below by adding <u>s</u> or <u>es</u>.</p> <p>fox <u>foxes</u></p> <p>dress <u>dresses</u></p> <p>paper <u>papers</u></p> <p>girl <u>girls</u></p> <p>dish <u>dishes</u></p> <p>bench <u>benches</u></p>	<p>9-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-6 worksheet 2776-6-1 2. Ideal Tape 2805-1 worksheet 2806-1-1 3. Ideal Tranaparency 2809-1 worksheet 2804-1 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>9- When a word ends in the letters ch,s,sh, or x, we usually add es to make the word mean more than one. Write the word that means more than one on the line after each word below by adding <u>s</u> or <u>es</u>.</p> <p>fox <u>foxes</u></p> <p>dress <u>dresses</u></p> <p>paper <u>papers</u></p> <p>girl <u>girls</u></p> <p>dish <u>dishes</u></p> <p>bench <u>benches</u></p>	<p>9- 1. Ideal Tape 2775-6 worksheet 2776-6-1 2. Ideal Tape 2805-1 worksheet 2806-1-1 3. Ideal Tranparency 2809-1 A worksheet 2804-1 4. 5 skill sheets</p>	<p>9-</p>

LEVEL IX - Structural Analysis

SKILL OBJECTIVE (8)	EXAMPLE	INSTRUCTION												
<p>1- 09-06-01</p> <p>Adds the suffixes "ing", "ed", "est" and "er" to root words by doubling the final consonant.</p>	<p>1- Add the ending to the words in each box. Write the new word on the line.</p> <table><tr><td>ing</td><td>ed</td></tr><tr><td>skip skipping</td><td>hop hopped</td></tr><tr><td>chop chopping</td><td>stop stopped</td></tr></table> <table><tr><td>est</td><td>er</td></tr><tr><td>wet wettest</td><td>big bigger</td></tr><tr><td>big biggest</td><td>wet wetter</td></tr></table>	ing	ed	skip skipping	hop hopped	chop chopping	stop stopped	est	er	wet wettest	big bigger	big biggest	wet wetter	<p>1- 1. Ideal Tape 2775-5 worksheet 2776-5-2 2. Ideal Tape 2805-9 worksheet 2806-9-1 3. Ideal Transparency 2779-5 J worksheet 2774-12,13 4. Ideal Transparency 2809-9 Q worksheet 2804-22 5. 5 skill sheets</p>
ing	ed													
skip skipping	hop hopped													
chop chopping	stop stopped													
est	er													
wet wettest	big bigger													
big biggest	wet wetter													
<p>2- 09-06-02</p> <p>Writes the root word of words whose endings have changed the spelling of the root word.</p>	<p>2- Write the root word of each word. The spelling was changed when the ending was added.</p> <p>tiniest <u>tiny</u></p>	<p>2- 1. Ideal Transparency 2809-8 P 2. Ideal Transparency 2779-4 G 3. Ideal Transparency 2779-3 E 4. 5 skill sheets</p>												

EXAMPLE	INSTRUCTION	SUPPLEMENTAL												
<p>1-</p> <p>Add the ending to the words in each box. Write the new word on the line.</p> <table><tr><td>ing</td><td>ed</td></tr><tr><td>skip skipping</td><td>hop hopped</td></tr><tr><td>chop chopping</td><td>stop stopped</td></tr></table> <table><tr><td>est</td><td>er</td></tr><tr><td>wet wettest</td><td>big bigger</td></tr><tr><td>big biggest</td><td>wet wetter</td></tr></table>	ing	ed	skip skipping	hop hopped	chop chopping	stop stopped	est	er	wet wettest	big bigger	big biggest	wet wetter	<p>1-</p> <ol style="list-style-type: none">1. Ideal Tape 2775-5 worksheet 2776-5-22. Ideal Tape 2805-9 worksheet 2806-9-13. Ideal Transparency 2779-5 J worksheet 2774-12,134. Ideal Transparency 2809-9 Q worksheet 2804-225. 5 skill sheets	
ing	ed													
skip skipping	hop hopped													
chop chopping	stop stopped													
est	er													
wet wettest	big bigger													
big biggest	wet wetter													
<p>2-</p> <p>Write the root word of each word. The spelling was changed when the ending was added.</p> <p>tinest <u>tiny</u></p>	<p>2-</p> <ol style="list-style-type: none">1. Ideal Transparency 2809-8 P2. Ideal Transparency 2779-4 G3. Ideal Transparency 2779-3 E4. 5 skill sheets													

LEVEL IX - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 09-06-03</p> <p>Adds the endings "ing", "ed", "er", "ly" and "est" to root words to form new words when the spelling of the root word changes, without doubling the final consonant.</p>	<p>3- Add the ending <u>ing</u>, <u>ed</u>, <u>er</u>, <u>ly</u>, and <u>est</u> to these root words</p> <p>merry merrily</p> <p>funny funniest</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-3 worksheet 2776-3-1 2. Ideal Tape 2805-8 worksheet 2806-8-1 3. Ideal Tape 2805-8 worksheet 2806-8-2 4. Ideal Transparency 2809-8 0 worksheet 2804-20, 21 5. Ideal Transparency 2779-4 worksheet 2774-9 6. Ideal Transparency 2779-3 worksheet 2774-5,6 7. 5 skill sheets
<p>4- 09-06-04</p> <p>Identifies the root words of words ending in "or", "ian", "ist", "less" and "ful".</p>	<p>4- Write the root word for each of the following words.</p> <p>hopeless <u>hope</u></p> <p>cheerful <u>cheer</u></p> <p>musician <u>music</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-4 worksheet 2776-4-2 2. Ideal Transparency 2779-4 worksheet 2774-10 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Add the ending <u>ing</u>, <u>ed</u>, <u>er</u>, <u>ly</u>, and <u>est</u> to these root words</p> <p>merry merrily</p> <p>funny funniest</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-3 worksheet 2776-3-1 2. Ideal Tape 2805-8 worksheet 2806-8-1 3. Ideal Tape 2805-8 worksheet 2806-8-2 4. Ideal Transparency 2809-8 O,P worksheet 2804-20, 21 5. Ideal Transparency 2779-4 G worksheet 2774-9 6. Ideal Transparency 2779-3 E worksheet 2774-5,6 7. 5 skill sheets 	<p>3-</p>
<p>4- Write the root word for each of the following words.</p> <p>hopeless <u>hope</u></p> <p>cheerful <u>cheer</u></p> <p>musician <u>music</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-4 worksheet 2776-4-2 2. Ideal Transparency 2779-4 H worksheet 2774-10 3. 5 skill sheets 	<p>4-</p>

LEVEL IX - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 09-06-05</p> <p>Divides words into syllables by applying the following principle: When the first vowel is followed by two consonants, the word is usually divided between the two consonants.</p>	<p>5- Draw a line between the syllables of each word below.</p> <p>pencil napkin</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2755-2 worksheet 2756-2-2 2. Ideal Transparency 2759-2 worksheet 2754-6 3. 5 skill sheets
<p>6- 09-06-06</p> <p>Divides words into syllables by applying the following principle: "le takes one consonant for the last syllable.</p>	<p>6- Draw a line to divide each word into syllables</p> <p>castle purple</p>	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2755-4 worksheet 2756-4-2 2. Ideal Transparency 2759-4 worksheet 2754-11 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Draw a line between the syllables of each word below.</p> <p>pencil napkin</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2755-2 worksheet 2756-2-2 2. Ideal Transparency 2759-2 C worksheet 2754-6 3. 5 skill sheets 	<p>5-</p>
<p>6- Draw a line to divide each word into syllables</p> <p>castle purple</p>	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2755-4 worksheet 2756-4-2 2. Ideal Transparency 2759-4 G worksheet 2754-11 3. 5 skill sheets 	<p>6-</p>

LEVEL IX - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 09-06-07</p> <p>Divides two syllable words having only one consonant after the first vowel by applying the following principle: When the first vowel sound is long, the consonant begins the second syllable; when the first vowel sound is short, the consonant ends the first syllable.</p>	<p>7- Circle the word which has been correctly divided into syllables</p> <p>favor fav or <u>fa</u> vor</p> <p>second <u>sec ond</u> se cond</p>	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-3 worksheet 2776-3-1 2. Ideal Transparency 2759-2 worksheet 2754-9 3. Ideal Transparency 2759-3 worksheet 2754-10 4. 5 skill sheets
<p>8- 09-06-08</p> <p>Writes the plural, singular possessive, or plural possessive form for a given word when the form is specified.</p>	<p>8- Make the words plural or possessive and write them in the blanks.</p> <ol style="list-style-type: none"> 1. The two _____ ran home. girl 2. The _____ dress is dirty. girl 3. The _____ dresses are pretty. girl 4. The five _____ horns are large. deer <p>Using the word girl write it in the following forms: plural, singular possessive, plural possessive.</p>	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2805-2 worksheet 2806-2-1 2. Ideal Transparency 2809-2 C worksheet 2804-4 (1st half) 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Circle the word which has been correctly divided into syllables</p> <p>favor fav or <u>fa vor</u></p> <p>second <u>sec ond</u> se cond</p>	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-3 worksheet 2776-3-1 2. Ideal Transparency 2759-2 D worksheet 2754-9 3. Ideal Transparency 2759-3 F worksheet 2754-10 4, 5 skill sheets 	<p>7-</p>
<p>8- Make the words plural or possessive and write them in the blanks.</p> <ol style="list-style-type: none"> 1. The two _____ ran home. girl 2. The _____ dress is dirty. girl 3. The _____ dresses are pretty. girl 4. The five _____ horns are large. deer <p>Using the word girl write it in the following forms: plural, plural possessive, plural pos-</p>	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2805-2 worksheet 2806-2-1 2. Ideal Transparency 2809-2 C worksheet 2804-4 (1st half) 3. 5 skill sheets 	<p>8-</p>

LEVEL X - Structural Analysis

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 10-06-01</p> <p>Makes new words by adding the suffixes "or", "ist", "ian", and "ful" to root words.</p>	<p>1- Add <u>or</u>, <u>ist</u>, <u>ian</u>, or <u>ful</u> to the listed words to make new words.</p> <p>music <u>musician</u></p> <p>invent <u>inventor</u></p>	<p>1- 1. SRA Word Games 42 Tan 2. Webster Word Wheels 3. 5 skill sheets</p>
<p>2- 10-06-02</p> <p>Identifies the prefixes "non", "dis", "re", "un", "mis" and in a list of words.</p>	<p>2- Circle the prefixes in the following words.</p> <p>(mis)place (un)tie</p> <p>(dis)like (non)sense</p> <p>(in)capable</p>	<p>2- 1. Ideal Tape 2775-7 worksheet 2776-7-2 2. Ideal Transparency 2779-7 N worksheet 2779-18 3. Dolch- Group Sounding Game Set M 4. Webster Word Wheels (order by prefix)</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Add <u>or</u>, <u>ist</u>, <u>ian</u>, or <u>ful</u> to the listed words to make new words.</p> <p>music <u>musician</u></p> <p>invent <u>inventor</u></p>	<p>1-</p> <ol style="list-style-type: none"> 1. SRA Word Games 42 Tan 2. Webster Word Wheels 3. 5 skill sheets 	<p>1-</p>
<p>2- Circle the prefixes in the following words.</p> <p><u>mis</u>place <u>un</u>tie</p> <p><u>dis</u>like <u>non</u>sense</p> <p><u>in</u>capable</p>	<p>2-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2775-7 worksheet 2776-7-2 2. Ideal Transparency 2779-7 N worksheet 2779-18 3. Dolch- Group Sounding Game Set M 4. Webster Word Wheels (order by prefix) 	<p>2-</p>

LEVEL X - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 10-06-03</p> <p>Adds the prefixes "non", "dis", "un", "mis", and "in" to root words to form new words.</p>	<p>3-</p> <p>Complete the sentences by adding one of the prefixes in the box to the given root word.</p> <p>non mis</p> <p>dis in</p> <p>un</p> <p>The name of the author is</p> <p>_____</p> <p>known</p>	<p>3-</p> <p>1. 5 skill sheets</p>
<p>4- 10-06-04</p> <p>Divides words into syllables by applying the following principle: Divide after prefixes and divide before suffixes.</p>	<p>4-</p> <p>Draw a line between the syllables .</p> <p>unsafe thoughtless</p>	<p>4-</p> <p>1. Ideal Tape 2755-5 worksheet 2756-5-2</p> <p>2. Ideal Tape 2755-6 worksheet 2756-6-1</p> <p>3. Ideal Transparencies 2759-4 5 I, J</p> <p>4. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Complete the sentences by adding one of the prefixes in the box to the given root word.</p> <p>non mis</p> <p>dis in</p> <p>un</p> <p>The name of the author is</p> <p>_____</p> <p>known</p>	<p>3- 1. 5 skill sheets</p>	<p>3-</p>
<p>4- Draw a line between the syllables .</p> <p>unsafe thoughtless</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2755-5 worksheet 2756-5-2 2. Ideal Tape 2755-6 worksheet 2756-6-1 3. Ideal Transparencies 2759-4 H 5 I, J 4. 5 skill sheets 	<p>4-</p>

LEVEL XI - Structural Analysis

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 11-06-01</p> <p>Mark the accent in words by applying the following principle: In most two-syllable words, the first syllable is accented.</p>	<p>1- Mark the accented syllable (/) in each word.</p> <p>gar[/]ment pump[/]kin</p> <p>\gar ment \pump kin</p>	<p>1- 1. Ideal Tape 2755-6 worksheet 2756-6-2 2. Ideal Transparency 2759-6 K,L worksheet 2754-16,17 3. 5 skill sheets</p>
<p>2- 11-06-02</p> <p>Form new words by adding the suffixes "ness", "ment", "ship", "tion" and "sion" to root words.</p>	<p>2- Form new words by choosing the correct suffix (ness, ment, dhip, tion, ation).</p> <p>selfish <u>selfishness</u></p> <p>govern <u>government</u></p>	<p>2- 1. SRA Word Games 42,43,44, (Tan 2. 5 skill sheets</p>

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	<p>1-</p> <p>Mark the accented syllable (/) in each word.</p> <p>gar[/]ment pump[/]kin</p> <p>\gar ment \pump kin</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2755-6 worksheet 2756-6-2 2. Ideal Transparency 2759-6 K,L worksheet 2754-16,17 3. 5 skill sheets 	<p>1-</p>
<p>g nt "</p>	<p>2-</p> <p>Form new words by choosing the correct suffix (ness, ment, dhip, tion, ation).</p> <p>selfish <u>selfishness</u></p> <p>govern <u>government</u></p>	<p>2-</p> <ol style="list-style-type: none"> 1. SRA Word Games 42,43,44, (Tan) 2. 5 skill sheets 	<p>2-</p>

LEVEL XI - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 11-06-03</p> <p>Marks the accent in words by applying the following principle: When a prefix is added to a root word, the root word is usually accented.</p>	<p>3- Mark the accented syllable in each word.</p> <p>un luck'y in dent'</p> <p>un`luck y in`dent</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2755-8 worksheet 2756-8-1 2. Ideal Transparency 2759-7 worksheet 2754-19 3. 5 skill sheets
<p>4- 11-06-04</p> <p>Writes the root words of words with the prefixes "non", "dis", "un", "im", "mis", and "in".</p>	<p>4- Write the root words for the following:</p> <p>misspell <u>spell</u></p> <p>incorrect <u>correct</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2779-7 N worksheet 2774-19 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Mark the accented syllable in each word.</p> <p>un luck'y in dent'</p> <p>un `luck y in `dent</p>	<p>3-</p> <ol style="list-style-type: none">1. Ideal Tape 2755-8 worksheet 2756-8-12. Ideal Transparency 2759-7 N worksheet 2754-193. 5 skill sheets	<p>3-</p>
<p>4-</p> <p>Write the root words for the following:</p> <p>misspell <u>spell</u></p> <p>incorrect <u>correct</u></p>	<p>4-</p> <ol style="list-style-type: none">1. Ideal Transparency 2779-7 N worksheet 2774-192. 5 skill sheets	<p>4-</p>

LEVEL XII - Structural Analysis

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 12-06-01</p> <p>Identifies the correct root words for words ending in "ous", "ful", "able", "ible" and "less".</p>	<p>1- Write the root word for each of the following words</p> <p>adorable <u>adore</u></p> <p>plentiful <u>plenty</u></p>	<p>1- 1. Ideal Transparency 2809-8 0 2. 5 skill sheets</p>
<p>2- 12-06-02</p> <p>Forms new words by adding the prefixes "re", "con", "de", "ex", "pre", "pro", "ad", "ob" to root words.</p>	<p>2- Write each prefix in front of a root word to make a new word.</p> <p>pro <u>ad</u> venture</p> <p>de <u>pro</u> long</p> <p>ad <u>de</u> part</p>	<p>2- 1. Ideal Transparency 2779-7 worksheet 2774-18 2. SRA Word Games Game 39,40,41 3. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Write the root word for each of the following words</p> <p>adorable <u>adore</u></p> <p>plentiful <u>plenty</u></p>	<p>1- 1. Ideal Transparency 2809-8 O,P</p> <p>2. 5 skill sheets</p>	<p>1-</p>
<p>2- Write each prefix in front of a root word to make a new word.</p> <p>pro <u>ad</u> venture</p> <p>de <u>pro</u> long</p> <p>ad <u>de</u> part</p>	<p>2- 1. Ideal Transparency 2779-7 N worksheet 2774-18</p> <p>2. SRA Word Games Game 39,40,41 Tan</p> <p>3. 5 skill sheets</p>	<p>2-</p>

LEVEL XIII - Structural Analysis

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 13-06-01</p> <p>Forms new words by adding the prefixes "out", "over", "self", "upper", "under", and "up" to root words.</p>	<p>1-</p> <p>Write new words by adding <u>out</u>, <u>over</u>, <u>self</u>, <u>under</u>, or <u>up</u> to the beginning of the words listed below.</p> <p>set <u>upset</u></p> <p>stand <u>understand</u></p>	<p>1-</p> <p>1. 5 skill sheets</p>
<p>2- 13-06-02</p> <p>Given words ending in "able", "ible", "ful", "ous", or "less", chooses the correct word for particular context.</p>	<p>2-</p> <p>From the words given below, choose the one which will best complete the sentence.</p> <p>beauteous reasonable</p> <p>skillful edible</p> <p>The excellent clocks he produced showed that the man was indeed a <u>skillful</u> craftsman.</p>	<p>2-</p> <p>1. Ideal Tape 2775-4 worksheet 2776-4-2</p> <p>2. Ideal Transparency 2779-4 H worksheet 2774-10</p> <p>3. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Write new words by adding <u>out</u>, <u>over</u>, <u>self</u>, <u>under</u>, or <u>up</u> to the beginning of the words listed below.</p> <p>set <u>upset</u></p> <p>stand <u>understand</u></p>	<p>1- 1. 5 skill sheets</p>	<p>1-</p>
<p>2- From the words given below, choose the one which will best complete the sentence.</p> <p>beauteous reasonable</p> <p>skillful edible</p> <p>The excellent clocks he produced showed that the man was indeed a <u>skillful</u> craftsman.</p>	<p>2-</p> <ol style="list-style-type: none">1. Ideal Tape 2775-4 worksheet 2776-4-22. Ideal Transparency 2779-4 H worksheet 2774-103. 5 skill sheets	<p>2-</p>

LEVEL XIII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 13-06-03</p> <p>When given unfamiliar words, divides them into syllables by applying principles of syllabication.</p>	<p>3- Draw a line between the syllables.</p> <p>ac/count/ant ex/or/bi/tant/ly com/pli/men/ta/ry bat/tle/field</p> <p>Do not divide blends and digraphs. Divide compound words fist. Divide prefixes and suffixes first and then divide the rest.</p> <p>1. mar/ket 3. bat/tle 2. la/dy 4. com/pound 5. pre/fix 6. suf/fix</p>	<p>3- 1. Idea Tape 2755-3 worksheet 2756-3-1 2. Ideal Tape 2755-3 worksheet 2756-3-2 3. Ideal Transparency 2759-3 E, 4 G, 5 I, J. worksheets 2754-12,13,14 4. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Draw a line between the syllables.</p> <p>ac/count/ant</p> <p>ex/or/bi/tant/ly</p> <p>com/pli/men/ta/ry</p> <p>bat/tle/field</p> <p>Do not divide blends and digraphs.</p> <p>Divide compound words fist.</p> <p>Divide prefixes and suffixes first and then divide the rest.</p> <p>1. mar/ket 3. bat/tle</p> <p>2. la/dy 4. com/pound</p> <p>5. pre/fix 6. suf/fix</p>	<p>3-</p> <ol style="list-style-type: none">1. Idea Tape 2755-3 worksheet 2756-3-12. Ideal Tape 2755-3 worksheet 2756-3-23. Ideal Transparency 2759-3 E, 4 G, 5 I, J. worksheets 2754-12,13,144. 5 skill sheets	<p>3-</p>

LEVEL XIV - Structural Analysis

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 14-06-01 Writes the correct root word for words ending in "ize", "en", "ify", and "ate".	1- Write the root word for each pair of words soften softer <u>soft</u>	1- 1. 5 skill sheets
2- 14-06-02 Writes the root word for words ending in "ance", "ence", "is", "al", "ly", "dom", "ty", "ity", "ure", "ism", and "th".	2- In column two, write the root word for each word in column one. I	

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Write the root word for each pair of words soften softer <u>soft</u>	1- 1. 5 skill sheets	-
2- In column two, write the root word for each word in column one. I II patriotism patriot safety safe	2- 1. Ideal Worksheet 2774-11, 20 2. 5 skill sheets	2-

LEVEL XV - Structural Analysis

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 15-06-01</p> <p>Given words ending in "en", "ize", "ify", and "ate", chooses the correct word for a particular context.</p>	<p>1- Choose words from the box to complete each sentence below.</p> <p>locate identify</p> <p>Since no witnesses were available to <u>identify</u> the suspect, he was released.</p> <p>Because our directories were not complete, we could barely <u>locate</u> the house in the darkness</p>	<p>1- 1. 5 skill sheets</p>
<p>2- 15-06-02</p> <p>Given words ending in "ant", "ent", "ive", "ic", and "ary", chooses the correct word for a particular context.</p>	<p>2- Choose from the words given, the one which completes the sentence.</p> <p>mission missionary</p> <p>The <u>missionary</u> went to Hawaii.</p>	<p>2- 1. Ideal Tape 2775-9 worksheet 2776-9-2 2. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Choose words from the box to complete each sentence below.</p> <p>locate identify</p> <p>Since no witnesses were available to <u>identify</u> the suspect, he was released.</p> <p>Because our directories were not complete, we could barely <u>locate</u> the house in the darkness</p>	<p>1- 1. 5 <u>skill</u> sheets</p>	<p>1-</p>
<p>2- Choose from the words given, the one which completes the sentence.</p> <p>mission missionary</p> <p>The <u>missionary</u> went to Hawaii.</p>	<p>2- 1. Ideal Tape 2775-9 worksheet 2776-9-2 2. 5 skill sheets</p>	<p>2-</p>

LEVEL XV - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 15-06-03</p> <p>Makes new words by adding the prefixes "sub", "circum", "super", "tri", "inter", "trans" or "intra" to root words.</p>	<p>3- Add a prefix from the box to each base word to form a new word. Write the new word on the line beside the base.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>super trans circum sub inter intro</p> </div> <p>plot <u>sub</u>plot a less <u>important</u> plot in fiction or drama</p> <p>plant <u>trans</u>plant plant again <u>in</u> a different place.</p>	<p>3- 1. 5 skill sheets</p>
<p>4- 15-06-04</p> <p>Chooses the correct word for a particular context, given words ending in "ance", "ence", "ic", "al", "dom", "ty", "ure", "ism" and "th".</p>	<p>4- Fill in each blank with the word from the box that correctly completes each sentence.</p> <p>wisdom superiority</p> <p>The <u>superiority</u> of this newly improved floor is questionable.</p> <p>The philosopher who wrote this book is famous for his great words of <u>wisdom</u>.</p>	<p>4- 1. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Add a prefix from the box to each base word to form a new word. Write the new word on the line beside the base.</p> <div data-bbox="86 384 493 462" style="border: 1px solid black; padding: 5px; display: inline-block;"> super trans circum sub inter intro </div> <p>plot <u>sub</u>plot a less <u>im</u>portant plot in fiction or drama</p> <p>plant <u>trans</u>plant plant again in a different place.</p>	<p>3- 1. 5 skill sheets</p>	<p>3-</p>
<p>4- Fill in each blank with the word from the box that correctly completes each sentence.</p> <p>wisdom superiority</p> <p>The <u>superiority</u> of this newly <u>im</u>proved floor is questionable.</p> <p>The philosopher who wrote this book is famous for his great words of <u>wisdom</u>.</p>	<p>4- 1. 5 skill sheets</p>	<p>4-</p>

LEVEL XV - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 15-06-05</p> <p>Identifies the following Latin roots and their meanings and uses them in context.</p> <p>nov quest</p> <p>mob quire</p> <p>mot scribe</p> <p>spect script</p> <p>spic rul</p> <p>reg vers</p> <p>rect pon</p> <p>don pound</p> <p>pos signific</p> <p>ag sign</p> <p> vert</p> <p> act</p>	<p>5-</p> <p>Underline the Latin roots <u>spect</u> and <u>spic</u> in the words below.</p> <p><u>inspect</u> <u>suspicion</u></p> <p><u>expect</u> <u>respect</u></p> <p><u>spectacles</u></p> <p>Use the above words in sentences.</p> <p><u>inspect</u> WE must inspect the meat before we buy it.</p>	<p>5-</p> <p>1. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Underline the Latin roots <u>spect</u> and <u>spic</u> in the words below.</p> <p><u>inspect</u> <u>suspicion</u></p> <p><u>expect</u> <u>respect</u></p> <p><u>spectacles</u></p> <p>Use the above words in sentences.</p> <p><u>inspect</u> WE must inspect the meat before we buy it.</p>	<p>5- 1. 5 skill sheets</p>	<p>5-</p>

LEVEL XVI - Structural Analysis

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 16-06-01</p> <p>Identifies the correct words which are divided into syllables with accent marks.</p>	<p>1- Look for mistakes in the set of syllables after the arrow. When you find a mistake put an X in front of the answer that contains the mistake. If there is no mistake, put an X in front of the line that says "no mistake!"</p> <p>1. exhaust → ex haust/</p> <p> delicate → del' i cate</p> <p> referred → re fer'red</p> <p> X no mistakes</p>	<p>1- 1. 5 skill sheets</p>
<p>2- 18-06-02</p> <p>Given a word with an added meaning, identifies the correct prefix to make the new word.</p>	<p>2- Mark the correct response.</p> <p>Which prefix will make the word <u>accurate</u> mean containing mistakes.</p> <p> X in im un</p> <p> ir</p>	<p>2- 1. SRA Word Games 40,41, (tan) 2. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Look for mistakes in the set of syllables after the arrow. When you find a mistake put an X in front of the answer that contains the mistake. If there is no mistake, put an X in front of the line that says "no mistake!"</p> <p>1. ___ exhaust → ex haust/</p> <p> ___ delicate → del' i cate</p> <p> ___ referred → re fer'red</p> <p> <u>X</u> no mistakes</p>	<p>1- 1. 5 skill sheets</p>	<p>1-</p>
<p>2- Mark the correct response.</p> <p>Which prefix will make the word <u>accurate</u> mean containing mistakes.</p> <p> <u>X</u> in ___ im ___ un</p> <p> ___ ir</p>	<p>2- 1. SRA Word Games 40,41, (tan) 2. 5 skill sheets</p>	<p>2-</p>

LEVEL XVI - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 16-06-03</p> <p>Given a word with an added meaning, identifies the correct suffix to make the new word.</p>	<p>3- Mark the correct response.</p> <p>Which suffix will make the word critic mean to find fault with?</p> <p>___ try <u>X</u> ize ___ ly</p>	<p>3- 1. SRA Word Game 42 (tan) 2. 5 skill sheets</p>
<p>4- 16-06-04</p> <p>Given words with suffixes added, identifies the incorrect forms.</p>	<p>4- Look for mistakes in the word after the arrow. When you find a mistake, put an X in front of the set that contains the mistake. If there is no mistake in an exercise, put an X in front of the line saying "no mistake".</p> <p>a. ___ economy + ist → economist <u>X</u> acquaint + ance → acquaintance ___ expand + ion → expansion ___ no mistake</p> <p>b. ___ fiber + ous → fibrous ___ Jones + 's → Jones' ___ James + 's → James's , <u>X</u> no mistakes</p>	<p>4- 5 skill sheets</p>

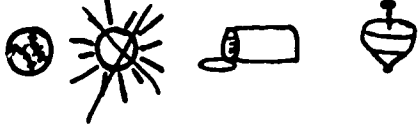
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Mark the correct response.</p> <p>Which suffix will make the word critic mean to find fault with?</p> <p>___ try <u>X</u> ize ___ ly</p>	<p>3-</p> <ol style="list-style-type: none"> 1. SRA Word Game 42 (tan) 2. 5 skill sheets 	<p>3-</p>
<p>4-</p> <p>Look for mistakes in the word after the arrow. When you find a mistake, put an X in front of the set that contains the mistake. If there is no mistake in an exercise, put an X in front of the line saying "no mistake".</p> <p>a. ___ economy + ist → economist <u>X</u> acquaint + ance → acquaintance ___ expand + ion → expansion ___ no mistake</p> <p>b. ___ fiber + ous → fibrous ___ Jones + 's → Jones' ___ James + 's → James's , <u>X</u> no mistakes</p>	<p>4-</p> <p>5 skill sheets</p>	<p>4-</p>


LEVEL XVI - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 16-06-05</p> <p>Identifies examples of the terms related to structural analysis.</p>	<p>5- Mark the appropriate response.</p> <p>a. Mark the compound words.</p> <p>___ impressive <u>X</u> seafarer ___ international ___ parachute</p> <p>b. Mark the singular possessive</p> <p>___ chorus' ___ counselors <u>X</u> dignitary's ___ eliminators'</p>	<p>5- 1. See previous skills if re materials are needed.</p> <p>2. 5 skill sheets</p>


EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Mark the appropriate response.</p> <p>a. Mark the compound words.</p> <p>_____ impressive</p> <p><u> X </u> seafarer</p> <p>_____ international</p> <p>_____ parachute</p> <p>b. Mark the singular possessive</p> <p>_____ chorus'</p> <p>_____ counselors</p> <p><u> X </u> dignitary's</p> <p>_____ eliminators'</p>	<p>5-</p> <p>1. See previous skills if review materials are needed.</p> <p>2. 5 skill sheets</p>	<p>5-</p>


LEVEL II - Factual Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 02-07-01</p> <p>Selects a picture which corresponds to a sentence dictated by the teacher.</p>	<p>1- Listen to me. Mark the picture that shows what I read.</p> <p>The sun is shining today.</p> 	<p>1- 1. 6 skill sheets</p>
<p>2- 02-07-02</p> <p>Answers orally factual questions about a short story used by the teacher.</p>	<p>2- Teacher reads the story then asks the question. Students answer orally.</p> <p>Little squirrel found a nut under a tree. He got the nut and quickly ran to hide it in his nest. Little squirrel will eat the nut next winter.</p> <ol style="list-style-type: none"> 1. What did Little squirrel find? 2. Where did Little squirrel hide the nut? 3. What will Little squirrel do with the nut? 	<p>2- 1. 5 skill sheets</p>

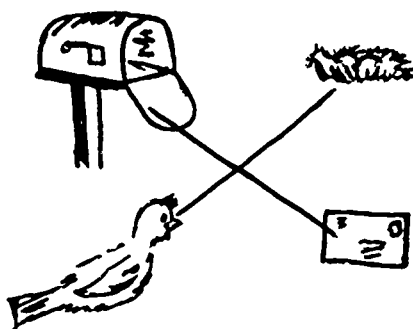
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Listen to me. Mark the picture that shows what I read.</p> <p>The sun is shining today.</p> 	<p>1-</p> <p>1. 6 skill sheets</p>	<p>1-</p>
<p>2-</p> <p>Teacher reads the story then asks the question. Students answer orally.</p> <p>Little squirrel found a nut under a tree. He got the nut and quickly ran to hide it in his nest. Little squirrel will eat the nut next winter.</p> <ol style="list-style-type: none"> 1. What did Little squirrel find? 2. Where did Little squirrel hide the nut? 3. What will Little squirrel do with the nut? 	<p>2-</p> <p>1. 5 skill sheets</p>	<p>2-</p>

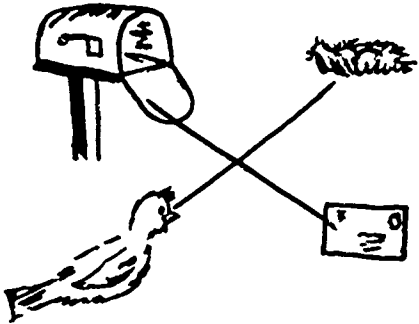
LEVEL II - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 02-07-03</p> <p>Given 3 pictures, marks the one which is about the story read by the teacher.</p>	<p>3- Teacher reads the story. Students X the picture that is about the story.</p> <p>Nathan got out of bed to get ready for school. He put on all his clothes, but he couldn't find his shoes. He looked everywhere for them. Finally, he found his shoes under the bed.</p> 	<p>3- 1. 5 skill sheets</p>


EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Teacher reads the story. Students X the picture that is about the story.</p> <p>Nathan got out of bed to get ready for school. He put on all his clothes, but he couldn't find his shoes. He looked everywhere for them. Finally he found his shoes under the bed.</p> 	<p>3- 1. 5 skill sheets</p>	<p>3-</p>

LEVEL III - Factual Comprehension

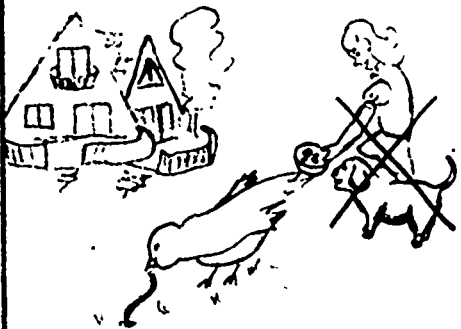
SKILL OBJECTIVE (9)	EXAMPLE	INSTRUCTION
<p>1- 03-07-01</p> <p>Draws lines to connect pictures of objects of associative pairs from an arranged series of pictures.</p>	<p>1- Draw a line between the pictures that go together.</p> 	<p>1- 1. Ideal Tape 2715-2 worksheet 2716-2-1 2. Ideal Transparency 2719 #1 chart 2 3. Ideal Chart 2710 #2 4. Ideal Pictures for Peg board #2711 5. Scholastic <u>Reaching Up</u>, Master 2-36 Cards 5-2, G 1 6. 6 skill sheets</p>
<p>2- 03-07-02</p> <p>Answers orally factual questions about a short story read by the teacher.</p>	<p>2- Listen to the story while I read.</p> <p>Mrs. Rabbit took some warm rolls out of a pan. She put butter on them. "I will take a basket of rolls to Mrs. Goose," said Mrs. Rabbit.</p> <p>1. What did Mrs. Rabbit take out of the pan? 2. What did Mrs. Rabbit put on the rolls? 3. Who will get the basket of rolls?</p>	<p>2- 1. <u>EDL Listen and Think</u>, auditory readiness. TM, p. 15,16 (Scrubbing Detail #7) 2. SRA Listening Skills Program Int. II A Cassette 3 3. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Draw a line between the pictures that go together.</p> 	<p>1-</p> <ol style="list-style-type: none"> 1. Ideal Tape 2715-2 worksheet 2716-2-1 2. Ideal Transparency 2719 #1 chart 2 3. Ideal Chart 2710 #2 4. Ideal Pictures for Peg board #2711 5. Scholastic <u>Reaching Up</u>, Master 2-36 Cards 5-2, G 17 6. 6 skill sheets 	<p>1-</p>
<p>2-</p> <p>Listen to the story while I read.</p> <p>Mrs. Rabbit took some warm rolls out of a pan. She put butter on them. "I will take a basket of rolls to Mrs. Goose," said Mrs. Rabbit.</p> <ol style="list-style-type: none"> 1. What did Mrs. Rabbit take out of the pan? 2. What did Mrs. Rabbit put on the rolls? 3. Who will get the basket of rolls? 	<p>2-</p> <ol style="list-style-type: none"> 1. <u>EDL Listen and Think</u>, auditory readiness. TM, p. 15,16 (Scrutinizing Detail #7) 2. SRA Listening Skills Program Int. II A Cassette 3 3. 5 skill sheets 	<p>2-</p>

LEVEL III - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 03-07-03 .</p> <p>Identifies the picture which corresponds to a sentence dictated by the teacher.</p>	<p>3- Put an X on the picture that goes with the sentence</p> <p>"The girl is feeding her pet"</p> 	<p>3- 1. 5 skill sheets</p>
<p>4- 03-07-04</p> <p>Identifies which of the three words fits the context of a written sentence when the words used are from the chila's level or from the READ Vocabulary State III.</p>	<p>4- Circle the correct word.</p> <p>"Here I go," said Bill. "Here I go for a fast _____."</p> <p>away ride said</p>	<p>4- 1. Scholastic Reaching Up, Master 2-40, card G 27 2. Scholastic Reaching Higher Master 3-21 3. 5 skill sheets</p>

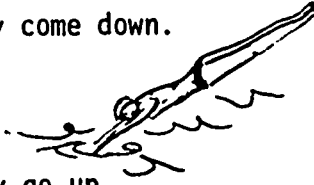

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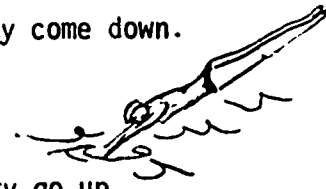

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
he	<p>3-</p> <p>Put an X on the picture that goes with the sentence</p> <p>"The girl is feeding her pet"</p> 	<p>3-</p> <p>1. 5 skill sheets</p>	<p>3-</p>
e on- ence e or ry	<p>4-</p> <p>Circle the correct word.</p> <p>"Here I go," said Bill. "Here I go for a fast _____."</p> <p>away <u>ride</u> said</p>	<p>4-</p> <p>1. Scholastic <u>Reaching Up</u>, Master 2-40, card G 27 2. Scholastic <u>Reaching Higher</u>. Master 3-21 3. 5 skill sheets</p>	<p>4-</p>

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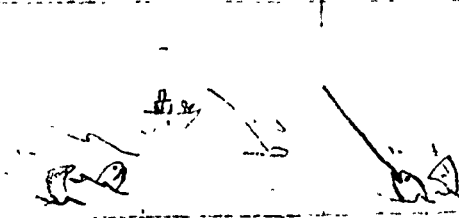
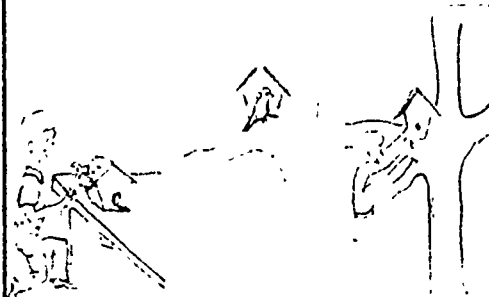
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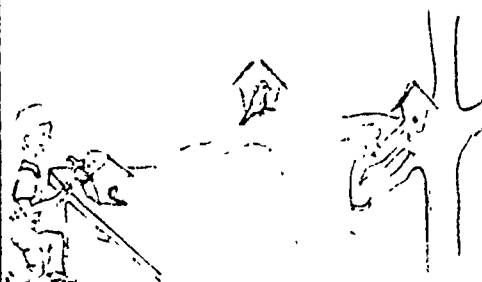
LEVEL III - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 03-07-05</p> <p>Identifies the details of a sentence by matching them to a picture.</p>	<p>5- Draw a line from the sentence to the picture.</p> <p>See Betty come down.</p>  <p>See Betty go up.</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Scholastic Reaching Up Master 2-39, Card G - 15 2. Scholastic Reaching Higher Master 3-18 3. 6 skill sheets
<p>6- 03-07-06</p> <p>Finds the sentence in a given selection which contains the answer to a printed question of simple recall.</p>	<p>6- Read this story and answer the question.</p> <p>See the boy.</p> <p><u>The boy can run.</u></p> <p>He can run fast.</p> <p>"Circle what the boy can do"</p>	<p>6-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program IC #'s 9, 10 (Topic) 2. SRA Listening Skills Program IC #'s 3, 4 (Recall) 3. 5 skill sheets

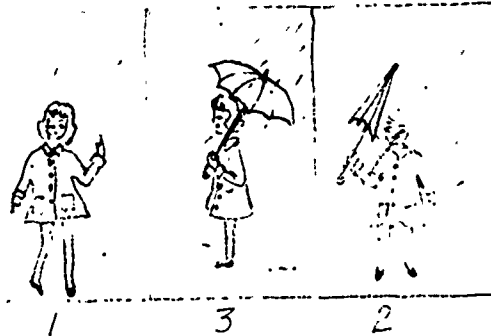
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Draw a line from the sentence to the picture.</p> <p>See Betty come down.</p>  <p>See Betty go up.</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. Scholastic Reaching Up Master 2-39, Card G - 15 2. Scholastic Reaching Higher, Master 3-18 3. 6 skill sheets 	<p>5-</p>
<p>6- Read this story and answer the question.</p> <p>See the boy.</p> <p><u>The boy can run.</u></p> <p>He can run fast.</p> <p>"Circle what the boy can do"</p>	<p>6-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program IC #'s 9, 10 (Topic) 2. SRA Listening Skills Program IC #'s 3, 4 (Recall) 3. 5 skill sheets 	<p>6-</p>


LEVEL III - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 03-07-07</p> <p>Tells a story when given a sequence of 3 or 4 pictures.</p>	<p>7- Tell this story.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. Milton Bradley "Picture Sequence Cards" # 7524 2. Ideal Tape #2715-3 worksheet #2716-3-2 3. Ideal Transparency 2719 #3 chart 6 4. Ideal Chart 2710 # 6 5. 5 skill sheets
<p>8- 03-07-08</p> <p>Arranges three or more pictures in correct time sequence going from left to right.</p>	<p>8- Arrange the pictures so that the pictures tell a story in the order that they would happen.</p> 	<p>8-</p> <ol style="list-style-type: none"> 1. EDL <u>Listen and Think</u>, auditor readiness. TM, pp. 26,27 (sequence # 12) 2. Ideal Tape 2715-3 worksheet 2716-3-2 3. Random House Skilpacer (year) #5 4. Instructo Activity Kit #1015 "Let's Learn Sequence" 5. Milton Bradley "Picture Sequence Cards" #7524 6. Ideal Sequence Pictures for Peg board # 2713 7. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Tell this story.</p> 	<p>7-</p> <ol style="list-style-type: none"> 1. Milton Bradley "Picture Sequence Cards" # 7524 2. Ideal Tape #2715-3 worksheet #2716-3-2 3. Ideal Transparency 2719 #3 chart 6 4. Ideal Chart 2710 # 6 5. 5 skill sheets 	<p>7-</p>
<p>8- Arrange the pictures so that the pictures tell a story in the order that they would happen.</p> 	<p>8-</p> <ol style="list-style-type: none"> 1. EDL <u>Listen and Think</u>, auditory readiness, TM, pp. 26,27 (sequence # 12) 2. Ideal Tape 2715-3 worksheet 2716-3-2 3. Random House Skilpacer (yellow) #5 4. Instructo Activity Kit #1015 "Let's Learn Sequence" 5. Milton Bradley "Picture Sequence Cards" #7524 6. Ideal Sequence Pictures for Peg board # 2713 7. 5 skill sheets 	<p>8-</p>

LEVEL III - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>9- 03-07-09</p> <p>Numbers related pictures in a logical sequence.</p>	<p>9- Look at the pictures, place a number (1,2,3) under the picture so that it tells the logical sequence of the story.</p> <div data-bbox="489 503 982 840">  </div>	<p>9-</p> <ol style="list-style-type: none"> 1. <u>EDL Listen and Think</u>, TM pp. (Sequence 12) 2. <u>Scholastic Reaching Up</u>, Master 2-43, Cards G-30,32 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>9- Look at the pictures, place a numer (1,2,3) under the picture so that it tells the logical sequence of the story.</p> 	<p>9- 1. <u>EDL Listen and Think</u>, TM pp. 26,27 (Sequence 12)</p> <p>2. <u>Scholastic Reaching Up</u>, Master 2-43, Cards G-30,32</p> <p>3. 5 skill sheets</p>	<p>9-</p>

LEVEL IV - Factual Comprehension

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 14-07-01</p> <p>Identifies words from a specified word list which form an associated pair.</p>	<p>1- Draw a line between the two words that go together.</p> <p>from ball bat coat</p>	<p>1- 1. Ideal Transparency Set 2719 2. 5 skill sheets</p>
<p>2- 04-07-02</p> <p>Copies a word or phrase from a printed selection which answers a direct recall question.</p>	<p>2- Read the story and answer the question.</p> <p>Here comes Mark. He has a red balloon in his hand. It is pretty.</p> <p>What did Mark have in his hand? <u>red balloon</u></p>	<p>2- 1. SRA Listening Skills Program IC #'s 3,4 (Recall) 2. Scholastic <u>Reaching Up</u>, Master 2-41, Card G 27 3. Scholastic <u>Reaching Higher</u> Master 3-23 4. 6 skill sheets</p>

EXAMPLE,	INSTRUCTION	SUPPLEMENTAL
<p>1- Draw a line between the two words that go together.</p> <p>from ball</p> <p>bat coat</p>	<p>1- 1. Ideal Transparency Set 2719-1</p> <p>2. 5 skill sheets</p>	<p>1-</p>
<p>2- Read the story and answer the question.</p> <p>Here comes Mark. He has a red balloon in his hand. It is pretty.</p> <p>What did Mark have in his hand? <u>red balloon</u></p>	<p>2- 1. SRA Listening Skills Program IC #'s 3,4 (Recall)</p> <p>2. Scholastic <u>Reaching Up</u>, Master 2-41, Card G 27</p> <p>3. Scholastic <u>Reaching Higher</u> Master 3-23</p> <p>4. 6 skill sheets</p>	<p>2-</p>

LEVEL IV - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 04-07-03</p> <p>Selects the correct response which requires the recall of facts concerning a specific selection read orally or silently.</p>	<p>3- Read the story.</p> <p>Mark ran to call Grandfather "Grandfather! Grandfather!" he called. "Sparky wants something to eat. Please go to the store with me. I want to get some dog food for Sparky."</p> <p>Circle the sentences which are about the story.</p> <p>1. Mark wanted Grandfather to go to the store with him.</p> <p>2. Mark wanted to get some candy from the store.</p> <p>3. Sparky is a dog.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #4 2. SRA Listening Skill Program Int. II A Cassette #3 3. Scholastic Reaching Up, Master 2-42, Card G 27 4. 6 skill sheets
<p>4- 04-07-04</p> <p>Given three titles, identifies or selects the best title for a story read silently.</p>	<p>4- Read the story. Draw a line under the best name for the story.</p> <p>Daddy said, "Come here, Bill."</p> <p>"What do you want?" said Bill.</p> <p>"Get ready to work," said Daddy. "Ricky wants a little car. You can help me make it."</p> <p>A Car For Bill</p> <p>Daddy Makes a Boat</p> <p><u>Something for Ricky</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Scholastic Reaching Up, Master 2-46, Card G-6, 16, 25, 29 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Read the story.</p> <p>Mark ran to call Grandfather "Grandfather! Grandfather!" he called. "Sparky wants something to eat. Please go to the store with me. I want to get some dog food for Sparky."</p> <p>Circle the sentences which are about the story.</p> <p>1. Mark wanted Grandfather to go to the store with him.</p> <p>2. Mark wanted to get some candy from the store.</p> <p>3. Sparky is a dog.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #4 2. SRA Listening Skill Program Int. II A Cassette #3 3. Scholastic Reaching Up, Master 2-42, Card G 27 4. 6 skill sheets 	<p>3-</p>
<p>4- Read the story. Draw a line under the best name for the story.</p> <p>Daddy said, "Come here, Bill."</p> <p>"What do you want?" said Bill.</p> <p>"Get ready to work," said Daddy. "Ricky wants a little car. You can help me make it."</p> <p>A Car For Bill</p> <p>Daddy Makes a Boat</p> <p><u>Something for Ricky</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Scholastic Reaching Up, Master 2-46, Card G-6, 16, 25, 29 2. 5 skill sheets 	<p>4-</p>

LEVEL IV - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 04-07-05</p> <p>Identifies the characters in a short story after it has been read silently.</p>	<p>3- Read the story.</p> <p>Lunch With Linda One day Miss Brown came to lunch. She came to eat lunch with Linda. "My,my!" said Miss Brown. What a good lunch this is." "Thank you,"said Linda. I am happy you like it. And now I have a surprise for you. I will go and get it."</p> <p>Who is in the story?</p> <p><u>Linda</u></p> <p><u>Miss Brown</u></p>	<p>5- 1. 5 skill sheets</p>

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	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
rs lt	<p>9- Read the story.</p> <p>Lunch With Linda One day Miss Brown came to lunch. She came to eat lunch with Linda. "My,my!" said Miss Brown. What a good lunch this is." "Thank you,"said Linda. I am happy you like it. And now I have a surprise for you. I will go and get it."</p> <p>Who is in the story?</p> <p><u>Linda</u></p> <p><u>Miss Brown</u></p>	<p>5- 1. 5 skill sheets</p>	<p>5-</p>

LEVEL V - Factual Comprehension

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 05-07-01</p> <p>Reads and follows two and three written directions.</p>	<p>1- Read the directions in each box and do what they tell you.</p> <p>Make three cookies.</p> <p>Make the cookies square.</p> <p>Make the cookies brown.</p>	<p>1- 1. SRA Listening Skills Program Int. II A Cassette #4 2. SRA Listening Skills Program Int. II b Cassette #3 3. Random House Skilpacer (yellow) #2, 14 4. 5 skill sheets</p>
<p>2- 05-07-02</p> <p>Reads a simple story and selects a word or phrase in a multiple choice exercise to complete sentences.</p>	<p>2- Read the story. Draw a line under the word that belongs in the sentence.</p> <p>It was a birthday party. The children were playing games. Mother came in with a cake with candles. There were _____ on the cake.</p> <p><u>candles</u> party hats</p> <p>boys</p>	<p>2- 1. 5 skill sheets</p>



EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Read the directions in each box and do what they tell you.</p> <p>Make three cookies.</p> <p>Make the cookies square.</p> <p>Make the cookies brown.</p>	<p>1- 1. SRA Listening Skills Program Int. II A Cassette #4 2. SRA Listening Skills Program Int. II b Cassette #3 3. Random House Skilpacer (yellow) #2, 14 4. 5 skill sheets</p>	<p>1-</p>
<p>2- Read the story. Draw a line under the word that belongs in the sentence.</p> <p>It was a birthday party. The children were playing games. Mother came in with a cake with candles. There were _____ on the cake.</p> <p><u>candles</u> party hats</p> <p>boys</p>	<p>2- 1. 5 skill sheets</p>	<p>2- 1. SRA Read Lab Ia, Ib, Ic aqua and purple cards 1-20 (How well did you read?)</p>

LEVEL V - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 05-07-03</p> <p>Following the silent reading of a short selection; answers yes or no to main idea and detail questions.</p>	<p>3- Will Runs Away</p> <p>In the zoo a mother bear had three baby bears named Brown, Black, and Will. Brown and Black were good bears. They always did everything their mother told them.</p> <p>Will was not so good. Once he climbed the fence of his cage at the zoo. Up, up he went. Then he called, "Mother! I cannot get down!" One day Will wanted to get out of his cage. When the man came with the bears' dinner, Will was waiting.</p> <p>The man opened the door. He was busy getting the food ready. Will ran out the door. Away went the little bear.</p> <p>He ran to the far corner of the zoo grounds. Will was afraid to go outside the zoo fence. He stood there and cried for his mother. The zoo man held Will's paw and took him back to his cage. "You have run far enough," said the man. "Now you be a good little bear. Don't run away again!"</p> <p>Did Mother bear have 2 babies? <u>NO</u></p> <p>Was Will a good bear? <u>NO</u></p> <p>Did Will cry for his mother? <u>YES</u></p>	<p>3-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program INT. II A Cassette #1,8 2. Random House Skilpacer (yellow) #4 3. Scholastic Reaching Higher Master 3-25, Cards 3-13,1 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Will Runs Away</p> <p>In the zoo a mother bear had three baby bears named Brown, Black, and Will. Brown and Black were good bears. They always did everything their mother told them.</p> <p>Will was not so good. Once he climbed the fence of his cage at the zoo. Up, up he went. Then he called, "Mother! I cannot get down!" One day Will wanted to get out of his cage. When the man came with the bears' dinner, Will was waiting.</p> <p>The man opened the door. He was busy getting the food ready. Will ran out the door. Away went the little bear.</p> <p>He ran to the far corner of the zoo grounds. Will was afraid to go outside the zoo fence. He stood there and cried for his mother. The zoo man held Will's paw and took him back to his cage. "You have run far enough," said the man. "Now you be a good little bear. Don't run away again!"</p> <p>Did Mother bear have 2 babies? <u>NO</u> Was Will a good bear? <u>NO</u> Did Will cry for his mother? <u>YES</u></p>	<p>3-</p> <ol style="list-style-type: none"> 1.SRA Listening Skills Program INT. II A Cassette #1,8 2. Random House Skilpacer (yellow) #4 3. Scholastic Reaching Higher Master 3-25, Card s-3-13,17 4. 5 skill sheets 	<p>3-</p>

LEVEL V - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>4- 05-07-04</p> <p>Picks out details from a story or written selection which answers <u>who</u>, <u>what</u> and <u>where</u>.</p>	<p>4- Read the story and answer the questions.</p> <p style="text-align: center;">The Sled</p> <p>Tom rides. He goes fast on his sled. He rides down the hill.</p> <p>Who was in the story? <u>Tom</u></p> <p>What did he ride? <u>sled</u></p> <p>Where did he go? <u>down the hill</u></p>	<p>4- 1. Random House Skilpacer (yellow) #4 2. 4 skill sheets</p>
<p>5- 05-07-05</p> <p>Puts in order sequentially a group of three sentence strips after listening to an oral story.</p>	<p>5- Listen to the story of <u>Pancake Man</u>. After listening put these word strips in order.</p> <p>A, The Little Old Lady made a Pancake Man</p> <p>B, The fox ate the Pancake Man</p> <p>C, The Little Old Man</p>	<p>5- 1. Ideal Transparency Set 2719 2. Random House Skilpacer (yellow) #5 3. SRA Listening Skills Program INT. II A Cassettes 5,6 INT. II B Cassette 4 4. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>4-</p> <p>Read the story and answer the questions.</p> <p>The Sled Tom rides. He goes fast on his sled. He rides down the hill.</p> <p>Who was in the story? <u>Tom</u></p> <p>What did he ride? <u>sled</u></p> <p>Where did he go? <u>down the hill</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #4 2. 4 skill sheets 	<p>4-</p>
<p>5-</p> <p>Listen to the story of <u>Pancake Man</u>. After listening put these word strips in order.</p> <p>A, The Little Old Lady made a Pancake Man</p> <p>B, The fox ate the Pancake Man</p> <p>C, The Little Old Man</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Transparency Set 2719-3 2. Random House Skilpacer (yellow) #5 3. SRA Listening Skills Program INT. II A Cassettes 5,6 INT. II B Cassette 4 4. 5 skill sheets 	<p>5-</p>

LEVEL VI - Factual Comprehension

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 06-07-01</p> <p>Completes in written form a statement based directly on the content of material read in a short selection.</p>	<p>1- Read this story, and then complete the sentence below.</p> <p>Peter wanted Mike to learn to bring the ball back to him. Peter would throw the ball. Then he would talk to Mike. He would call, "Get the ball!"</p> <p>Peter wanted <u>Mike to bring</u> <u>the ball.</u></p>	<p>1- 1. Random House Skilpacer (yellow)#10 2. 5 skill sheets</p>
<p>2- 06-07-02</p> <p>From a story or written selection pick out details which tell <u>when</u> and <u>how</u>.</p>	<p>2- Read the following story and underline the correct answer.</p> <p>Sally and Bob went on a picnic early Saturday morning. They drove to the lake in the new car they had bought last week.</p> <p>1. When did they go on a picnic? <u>Saturday morning</u> <u>Saturday afternoon</u></p> <p>2. How did they go? <u>Walked to the lake</u> <u>Drove to the lake</u></p>	<p>2- 1. Random House Skilpacer (yellow) #4 2. Scholastic Reaching Forward Master 4-22, S-4-10, S-4-23 3. 5 skill sheets</p>

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EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Read this story, and then complete the sentence below.</p> <p>Peter wanted Mike to learn to bring the ball back to him. Peter would throw the ball. Then he would talk to Mike. He would call, "Get the ball!"</p> <p>Peter wanted <u>Mike to bring</u> <u>the ball.</u></p>	<p>1-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow)#10 2. 5 skill sheets 	<p>1-</p>
<p>2-</p> <p>Read the following story and underline the correct answer.</p> <p>Sally and Bob went on a picnic early Saturday morning. They drove to the lake in the new car they had bought last week.</p> <ol style="list-style-type: none"> 1. When did they go on a picnic? <u>Saturday morning</u> Saturday afternoon 2. How did they go? <u>Walked to the lake</u> <u>Drove to the lake</u> 	<p>2-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #4 2. Scholastic Reaching Forward, Master 4-22, S-4-10, S-4-23 3. 5 skill sheets 	<p>2-</p>

LEVEL VI - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 06-07-03</p> <p>Choose answers to factual questions after reading a short informative selection.</p>	<p>3- Read the story. Read the questions and circle the right answers.</p> <p>Judy has some new toys. One was a tiny green frog. Judy could make the frog jump. The other toys were geese that made a funny sound.</p> <p>Who had some new toys?</p> <p>Mark <u>Judy</u></p>	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #4 2. 5 skill sheets
<p>4- 06-07-04</p> <p>From a short story, numbers sequentially a group of three or four sentences.</p>	<p>4- Read the story and number the sentences in the order they happened.</p> <p>Jane listened to a noise outdoors. It was the milkman bringing milk to Jane's house. Jane went to get the milk. She took it to Mother. Then she ate breakfast.</p> <p>What happened first: What happened next: What happened last:</p> <p><u>2</u> Jane took the milk to Mother.</p> <p><u>1</u> Jane listened to a noise.</p> <p><u>3</u> Jane ate breakfast.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program INT. II A Cassettes 5,6 INT. II B Cassette 4 2. Scholastic Reaching Up, Master 2-44, Cards G-30,32 3. Scholastic Reaching Higher Master 3-24 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Read the story. Read the questions and circle the right answers.</p> <p>Judy has some new toys. One was a tiny green frog. Judy could make the frog jump. The other toys were geese that made a funny sound.</p> <p>Who had some new toys?</p> <p>Mark <u>Judy</u></p>	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #4 2. 5 skill sheets 	<p>3-</p> <ol style="list-style-type: none"> 1. SRA Read Lab Ia, Ib, Ic, orange cards 1-20 (How well did you read?)
<p>4-</p> <p>Read the story and number the sentences in the order they happened.</p> <p>Jane listened to a noise outside. It was the milkman bringing milk to Jane's house. Jane went to get the milk. She took it to Mother. Then she ate breakfast.</p> <p>What happened first: What happened next: What happened last:</p> <p><u>2</u> Jane took the milk to Mother.</p> <p><u>1</u> Jane listened to a noise.</p> <p><u>3</u> Jane ate breakfast.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program INT. II A Cassettes 5,6 INT. II B Cassette 4 2. Scholastic Reaching Up, Master 2-44, Cards G-30,32 3. Scholastic Reaching Higher Master 3-24 4. 5 skill sheets 	<p>4-</p>

LEVEL VII - Factual Comprehension

SKILL OBJECTIVE (3)		
<p>1- 07-07-01</p> <p>Selects from 3 or 4 responses the correct answer to factual questions after reading an informative selection.</p>	<p>1- Read the story and answer the questions.</p> <p>A Pet Raccoon</p> <p>A raccoon can be a very fine pet. When he is not scared of people, he will have fun. He will even learn to sit up and roll over just like a puppy. He can hold things because his paws are like little hands. When he holds food in his paws, he looks like a little robber having breakfast.</p> <p>A pet raccoon can use his paws to take things he should not have, too. One pet raccoon liked to climb up on people and take things from their pockets.</p> <p>1. What animal can be a very fine pet?</p> <p><u>raccoon</u> puppy robber</p>	<p>1- 1. Scholastic Reaching Up, Master 2-42, Card G-27 2. Scholastic Reaching Forward Master 4-20 3. 5 skill sheets</p>

1-

Read the story and answer the questions.

A Pet Raccoon

A raccoon can be a very fine pet. When he is not scared of people, he will have fun. He will even learn to sit up and roll over just like a puppy. He can hold things because his paws are like little hands. When he holds food in his paws, he looks like a little robber having breakfast.

A pet raccoon can use his paws to take things he should not have, too. One pet raccoon liked to climb up on people and take things from their pockets.

1. What animal can be a very fine pet?

raccoon puppy robber

1-

1. Scholastic Reaching Up, Master 2-42, Card G-27
2. Scholastic Reaching Forward, Master 4-20
3. 5 skill sheets

1-

1. SRA Read Lab Ia, Ib, Ic, olive cards 1-20 (How well did you read?)

LEVEL VII - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>2- 07-07-02</p> <p>Writes answers to factual questions requiring recall of facts from an informative selection.</p>	<p>2-</p> <p>Read the paragraph and write in the correct answer.</p> <p>We use stars in our flag to stand for the heavens. The stripes stand for the rays of the sun. There are 13 red and white stripes. This number does not change.</p> <p>1. On our flag, the <u>stars</u> stand for the heavens.</p> <p>2. There are <u>13</u> stripes on our flag.</p>	<p>2-</p> <p>1. SRA Listening Skills Program INT. II A Cassette 7,8</p> <p>2. Scholastic Reaching Up, Master 2-47, Cards G-6,16,2</p> <p>3. 5 skill sheets</p>

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>al all</p>	<p>2- Read the paragraph and write in the correct answer. We use stars in our flag to stand for the heavens. The stripes stand for the rays of the sun. There are 13 red and white stripes. This number does not change. 1. On our flag, the <u>stars</u> stand for the heavens. 2. There are <u>13</u> stripes on our flag.</p>	<p>2- 1. SRA Listening Skills Program INT. II A Cassette 7,8 2. Scholastic Reaching Up, Master 2-47, Cards G-6,16,25,29 3. 5 skill sheets</p>	<p>2-</p>

LEVEL VII - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 07-07-03</p> <p>Selects from four responses the <u>best meaning</u> of a given phrase.</p>	<p>3-</p> <p><u>The Cornfield</u></p> <p>One morning some of the corn was gone from Bob and Bill's garden. They had worked hard to grow the corn. Now someone had been in the field and had taken some of it. The boys ran to the big field to tell their father. He stopped the tractor and listened to them. After hearing their story he said, "We'll make a trap for the robber."</p> <p>"Can our dog catch the rpb-ber?" asked Bob. "No, the robber already knows about our dog," said Father. "He has taken your corn without being seen or heard by the dog."</p> <p>Choose the best meaning for the underlined phrase.</p> <p><u>without being seen</u></p> <p>a. he couldn't see b. he saw someone c. they could not hear him <u>d. he was not seen by anyone</u></p>	<p>3-</p> <p>1. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- <u>The Cornfield</u></p> <p>One morning <u>some</u> of the corn was gone from Bob and Bill's garden. They had worked hard to grow the corn. Now someone had been in the field and had taken some of it. The boys ran to the big field to tell their father. He stopped the tractor and listened to them. After hearing their story he said, "We'll make a trap for the robber."</p> <p>"Can our dog catch the rpb-ber?" asked Bob. "No, the robber already knows about our dog," said Father. "He has taken your corn without being seen or heard by the dog."</p> <p>Choose the best meaning for the underlined phrase.</p> <p><u>without being seen</u></p> <p>a. he couldn't see b. he saw someone c. they could not hear him <u>d. he was not seen by anyone</u></p>	<p>3- 1. 5 skill sheets</p>	<p>3-</p>

LEVEL VIII - Factual Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 08-07-01</p> <p>After reading a poem, selects the main idea from four responses.</p>	<p>1- Read the poem and mark the correct answer.</p> <p>I try to say "Oh, pardon me." And "thank you" just as carefully.</p> <p>This poem is mainly about:</p> <p>horses scouts <u>manners</u></p> <p>mountains</p>	<p>1- 1. SRA Listening Skill Progr Int. II A Cassettes 7,8 2. Random House Skilpacer (red) #1 3. 5 skill sheets</p>
<p>2- 08-07-02</p> <p>Reads a selection and answers questions under timed conditions.</p>	<p>2- Read the following in one minute, then answer the question about it.</p> <p>Many buffaloes lived on the grassy plains. Each year the Indians killed some buffaloes for their winter food. They could kill quite a number of buffaloes at once by driving them over a cliff.</p> <p>Why did the Indians kill buffaloes?</p> <p><u>For their winter food.</u></p>	<p>2- 1. 6 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Read the poem and mark the correct answer.</p> <p>I try to say "Oh, pardon me." And "thank you" just as carefully.</p> <p>This poem is mainly about:</p> <p>horses scouts <u>manners</u></p> <p>mountains</p>	<p>1-</p> <ol style="list-style-type: none"> 1. SRA Listening Skill Program Int. II A Cassettes 7,8 2. Random House Skilpacer (red) #1 3. 5 skill sheets 	<p>1-</p>
<p>2-</p> <p>Read the following in one minute, then answer the question about it.</p> <p>Many buffaloes lived on the grassy plains. Each year the Indians killed some buffaloes for their winter food. They could kill quite a number of buffaloes at once by driving them over a cliff.</p> <p>Why did the Indians kill buffaloes?</p> <p><u>For their winter food.</u></p>	<p>2-</p> <ol style="list-style-type: none"> 1. 6 skill sheets 	<p>2-</p> <ol style="list-style-type: none"> 1. SRA Reading Lab Ia, Ib, Ic, (blue) 1-20 (How well did you read?) not timed.

LEVEL VIII - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 08-07-03</p> <p>Lists in order of their occurrence the main events of a selection.</p>	<p>3-</p> <p>Read the paragraph below. Then number the sentences under the paragraph in the order in which they happened.</p> <p>Debbie likes to watch T.V. One day she watched a program where some children were singing. First the boys sang a song. Then the girls sang a song. Last the boys and girls sang together.</p> <p>1 Debbie listened to the guys sing a song. 3 The boys and girls sang together. 2 She listened to the girls sing a song.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. EDL <u>Listen and Think: C</u>, Tape Lesson 3, Recognizing Sequence. 2. SRA Listening Skills Program INT. IIB Cassette 4, 3. Scholastic Reaching Forward Master 4-21, Cards s-4-2 4. 12 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Read the paragraph below. Then number the sentences under the paragraph in the order in which they happened.</p> <p>Debbie likes to watch T.V. One day she watched a program where some children were singing. First the boys sang a song. Then the girls sang a song. Last the boys and girls sang together.</p> <p><u>1</u> Debbie listened to the guys sing a song. <u>3</u> The boys and girls sang together. <u>2</u> She listened to the girls sing a song.</p>	<p>3- 1. EDL <u>Listen and Think: C</u>, Tape Lesson 3, Recognizing Sequence. 2. SRA Listening Skills Program INT. IIB Cassette 4, 3. Scholastic <u>Reaching Forward</u>, Master 4-21, Cards s-4-2 4. 12 skill sheets.</p>	<p>3-</p>

LEVEL IX - Factual Comprehension

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 09-07-01</p> <p>Identifies a given selection as fiction or non-fiction by its contents and gives details to support the answer.</p>	<p>1-</p> <p>Read a story to decide if the story is true or not true.</p> <p>Then list the facts or reasons for your choice.</p>	<p>1-</p> <p>7 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Read a story to decide if the story is true or not true.</p> <p>Then list the facts or reasons for your choice.</p>	<p>1- 7 skill sheets</p>	<p>1- 1. Harper-Row Crossroads wk.book pp. 10-11</p>

LEVEL IX - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>2- 09-07-02</p> <p>Selects from 4 responses the <u>best meaning</u> of a given phrase.</p>	<p>2- The Cro-Magnons Twenty or thirty thousand years ago, during a period of history called the Old Stone Age, the Cro-Magnon people made their homes in caves. As you grow older and read more widely about prehistoric times, you may be surprised to discover that there were many different kinds of cave men and that they lived thousands of years apart. The first Cro-Magnons were very tall and averaged over six feet in height. They were deep chested and broad-shouldered. Their faces were broad with powerful jaws and strong chins. They were able to run very fast and were very strong. They were the finest of all the cave men tribes. The Cro-Magnons lived in deep caverns in the part of Europe which is now called France and Spain. The caves extended far back into the hillsides and were sometimes on different levels. Many of them were high up on the sides of steep cliffs facing the Mediterranean Sea.</p> <p>Select the best answer : <u>The Cro-Magnon man:</u> a. was very strong b. lived in France and Spain</p>	<p>2- 1. Audio Progress Reading Lab Level 4, Tape 5A, Progress Book p. 36 and Tape 6A Progress book p.44 2. 5 skill sheets</p> <p>c. lived a long time ago d. Was an ancient cave man who was over six feet tall</p>

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EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>2-</p> <p>The Cro-Magnons Twenty or thirty thousand years ago, during a period of history called the Old Stone Age, the Cro-Magnon people made their homes in caves. As you grow older and read more widely about prehistoric times, you may be surprised to discover that there were many different kinds of cave men and that they lived thousands of years apart. The first Cro-Magnons were very tall and averaged over six feet in height. They were deep chested and broad-shouldered. Their faces were broad with powerful jaws and strong chins. They were able to run very fast and were very strong. They were the finest of all the cave men tribes. The Cro-Magnons lived in deep caverns in the part of Europe which is now called France and Spain. The caves extended far back into the hillsides and were sometimes on different levels. Many of them were high up on the sides of steep cliffs facing the Mediterranean Sea.</p> <p>Select the best answer : <u>The Cro-Magnon man:</u></p>	<p>2-</p> <ol style="list-style-type: none"> 1. Audio Progress Reading Lab, Level 4, Tape 5A, Progress Book p. 36 and Tape 6A Progress book p.44 2. 5 skill sheets 	<p>2-</p>

a. was very strong

b. lived in France and Spain

c. lived a long time ago

d. Was an ancient cave man who was over six feet tall

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 10-07-01</p> <p>When the main idea of a paragraph is stated, selects the matching paragraph number.</p>	<p>1-</p> <p>1. Most lions live in Africa, although there are some in Arabia and Persia, the two countries in Asia nearest to Africa. A few lions are also found in a jungle on the west side of India. These lions in Asia are not so large as the African ones.</p> <p>2. There is also a kind of lion in America, although he has no mane. He is called the puma, but people in the Western states often call him a cougar or mountain lion. He lives mostly in the mountains of the Far West. The puma is very fond of deer flesh and usually avoids men. He is seldom able to attack cattle but sometimes, when pressed by hunger in the winter, he descends from the mountains to the plains and tries to steal sheep from the farms. Like the lions that live in Asia, this American lion is much smaller than the African lion.</p> <p>3. The African lion is the finest specimen of a lion. He grows to be about three feet six inches high at the shoulders, but his big head stands up a foot higher and makes him look very imposing. His body, without the tail, is about five and a half to six feet long. The African lion is not quite so long as the Bengal tiger. Still, the lion is a splendid specimen of the cat Tribe.</p>	<p>1-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program INT. II B Cassette 5 2. Random House Skilpacer (red) #1 3. Audio Reading Progress Lab Level 4 Tape 9B, progress book p. 72 4. 8 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>1. Most lions live in Africa, although there are some in Arabia and Persia, the two countries in Asia nearest to Africa. A few lions are also found in a jungle on the west side of India. These lions in Asia are not so large as the African ones.</p> <p>2. There is also a kind of lion in America, although he has no mane. He is called the puma, but people in the Western states often call him a cougar or mountain lion. He lives mostly in the mountains of the Far West. The puma is very fond of deer flesh and usually avoids men. He is seldom able to attack cattle but sometimes, when pressed by hunger in the winter, he descends from the mountains to the plains and tries to steal sheep from the farms. Like the lions that live in Asia, this American lion is much smaller than the African lion.</p> <p>3. The African lion is the finest specimen of a lion. He grows to be about three feet six inches high at the shoulders, but his big head stands up a foot higher and makes him look very imposing. His body, without the tail, is about five and a half to six feet long. The African lion is not quite so long as the Bengal tiger. Still, the lion is a splendid specimen of the cat Tribe.</p>	<p>1-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program INT. II B Cassette 5 2. Random House Skilpacer (red) #1 3. Audio Reading Progress Lab, Level 4 Tape 9B, progress book p. 72 4. 8 skill sheets 	<p>1-</p>

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>1. continued 10-07-01</p>	<p>1.(continued)</p> <p>4. The lion's mane is composed of long, bushy hair. The hair grows all around his neck and upon his shoulders. It begins to grow when he is three years old and continues to grow till he is about five years old. A shorter growth of hair extends to the under part of the body of those lions that live in the colder regions.</p> <p>5. A lion cannot stalk his prey near enough to leap upon it. There is a reason for that. Compared with his size, the lion's leap is shorter than that of any other member of the Cat tribe. The farthest that a lion has been known to leap, even with a run, is about thirty feet, whereas a tiger has been seen to leap a distance of forty-eight feet. The lion's body is not meant for leaping far. His chest and forelegs are very strong, but his hind legs are not quite so strong, and in leaping an animal uses his hind legs most.</p> <p>The African lion is described in paragraph:</p> <p>1 2 ③ 4 5</p>	<p>1. (continued)</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1.(continued)</p> <p>4. The lion's mane is composed of long, bushy hair. The hair grows all around his neck and upon his shoulders. It begins to grow when he is three years old and continues to grow till he is about five years old. A shorter growth of hair extends to the under part of the body of those lions that live in the colder regions.</p> <p>5. A lion cannot stalk his prey near enough to leap upon it. There is a reason for that. Compared with his size, the lion's leap is shorter than that of any other member of the Cat tribe. The farthest that a lion has been known to leap, even with a run, is about thirty feet, whereas a tiger has been seen to leap a distance of forty-eight feet. The lion's body is not meant for leaping far. His chest and forelegs are very strong, but his hind legs are not quite so strong, and in leaping an animal uses his hind legs most.</p> <p>The African lion is described in paragraph:</p> <p>1 2 ③ 4 5</p>	<p>1. (continued)</p>	<p>1. (continued)</p> <p>306</p>

LEVEL X - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>2- 10-07-02</p> <p>Writes the main idea of a selection of three or more paragraphs when the main idea is stated by the author.</p>	<p>2- Read a story with three or more paragraphs. Write <u>one</u> main idea for the whole selection.</p>	<p>2- 1. SRA Listening Skills Prog Int. II B Cassette 5 2. Random House Skilpacer (blue) #1 3. Audio Reading Progress La Level 4, Tape 9B, p. 72 4. Scholastic Reaching Beyond Master 6-18, Card S-6-2 5. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>2- Read a story with three or more paragraphs. Write <u>one</u> main idea for the whole selection.</p>	<p>2- 1. SRA Listening Skills Program Int. II B Cassette 5 2. Random House Skilpacer (blue) #1 3. Audio Reading Progress Lab, Level 4, Tape 9B, p. 72 4. Scholastic <u>Reaching Beyond</u> Master 6-18, Card S-6-2 5. 5 skill sheets</p>	<p>2-</p>

LEVEL XI - Factual Comprehension

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 11-07-01</p> <p>Lists the main characters and identifies the time and place.</p>	<p>1-</p> <p>After reading a given selection, answer questions such as the following.</p> <p>Write the person's name after the statement which best describes him.</p> <p>He looks very tall stretching up on tip toes <u>Mark</u></p> <p>Underline where their story takes place.</p> <p>city <u>country</u> circus</p> <p>Underline when their story takes place.</p> <p><u>today</u> long ago 1980</p>	<p>1-</p> <p>1. Audio Reading Progress Lab Level 5, Tape 7A, Progress book p. 52</p> <p>2. 5 skill sheets</p>
<p>2- 11-07-02</p> <p>When given two or more conclusions, selects the valid one based on factual evidence in the selection.</p>	<p>2-</p> <p>Chocolate is made from cocoa beans. The tree that produces the beans is found only in warm, moist regions.</p> <p>The beans grow in pods about eight inches long. Men slash the pods off the tree with sharp knives.</p> <p>From the story above, check the correct conclusion.</p> <p>1. <u>X</u> Chocolate is grown in warm moist regions.</p> <p>2. <u> </u> Men pick pods off the the ground.</p>	<p>2-</p> <p>1. Audio Reading Progress Lab Level 5, Tape 10 A, Progress book p. 76.</p> <p>2. 8 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>After reading a given section, answer questions such as the following.</p> <p>Write the person's name after the statement which best describes him.</p> <p>He looks very tall stretching up on tip toes <u>Mark</u></p> <p>Underline where their story takes place.</p> <p>city <u>country</u> circus</p> <p>Underline when their story takes place.</p> <p><u>today</u> long ago 1980</p>	<p>1-</p> <p>1. Audio Reading Progress Lab, Level 5, Tape 7A, Progress book p. 52</p> <p>2. 5 skill sheets</p>	<p>1-</p>
<p>2-</p> <p>Chocolate is made from cocoa beans. The tree that produces the beans is found only in warm, moist regions. The beans grow in pods about eight inches long. Men slash the pods off the tree with sharp knives.</p> <p>From the story above, check the correct conclusion.</p> <p>1. <u>X</u> Chocolate is grown in warm moist regions.</p> <p>2. <u> </u> Men pick pods off the the ground.</p>	<p>2-</p> <p>1. Audio Reading Progress Lab, Level 5, Tape 10 A, Progress book p. 76.</p> <p>2. 8 skill sheets</p>	<p>2-</p>

LEVEL XI - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 11-07-03</p> <p>Selects relevant headlines for newspaper articles.</p>	<p>3-</p> <p>Choose the best headline for the news story and write its number above the news story.</p> <p>1 West German Babies Growing</p> <p>2 Fire On Plane Blamed in Crash</p> <p>3 W & J Plans \$2.4 million Gymnasium</p> <p>4 Moscow</p> <p>(note: use Scholastic Magazine or Weekly Reader)</p>	<p>3-</p> <p>1. 7 skill sheets</p>
<p>4- 11-07-04</p> <p>Identifies the sequence of action portrayed in a selection.</p>	<p>4-</p> <p>Number the sentences in the order in which they happened in the story.</p> <p>3 Jill got her turn at bat when it was getting dark.</p> <p>1 Tommy promised to play with Jill.</p> <p>4 Tommy kept yelling, "Run!"</p> <p>5 Jill's run won the game for Tommy's team</p> <p>2 Tommy promised to give Jill a turn at bat.</p>	<p>4-</p> <p>1. SRA Listening Skills Program Int. II B Cassette 4</p> <p>2. Random House Skilpacers (red) 5, (blue) 5</p> <p>3. Audio Reading Progress Level 4, Tape 8B, Program book p. 64</p> <p>4. Scholastic Reaching Ahead Master 5-19, Card S-5-16</p> <p>5. 6 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Choose the best headline for the news story and write its number above the news story.</p> <p>1 West German Babies Growing</p> <p>2 Fire On Plane Blamed in Crash</p> <p>3 W & J Plans \$2.4 million Gymnasium</p> <p>4 Moscow</p> <p>(note: use Scholastic Magazine or Weekly Reader)</p>	<p>3- 1. 7 skill sheets</p>	<p>3- 1. Harper-Row Tradewinds workbook p. 111</p>
<p>4- Number the sentences in the order in which they happened in the story.</p> <p>3 Jill got her turn at bat when it was getting dark.</p> <p>1 Tommy promised to play with Jill.</p> <p>4 Tommy kept yelling, "Run!"</p> <p>5 Jill's run won the game for Tommy's team</p> <p>2 Tommy promised to give Jill a turn at bat.</p>	<p>4- 1. SRA Listening Skills Program Int. II B Cassette 4</p> <p>2. Random House Skilpacers (red) 5, (blue) 5</p> <p>3. Audio Reading Progress Lab, Level 4, Tape 8B, Progress book p. 64</p> <p>4. Scholastic Reaching Ahead Master 5-19, Card S-5-16</p> <p>5. 6 skill sheets</p>	<p>4-</p>

LEVEL XII - Factual Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 12-09-01</p> <p>Identifies the sequence of events in a selection.</p>	<p>1- After reading the story number the events listed in the correct order. (6 events)</p>	<p>1- 1. EDL Listen and Think: D Tape Lesson #3, Recognizing Sequence 2. Random House Skilpacer (red) #5 3. SRA Listening Skills Program Int. II B Cassette 4 4. Audio Reading Progress Lab Level 5, Tape 7A, Progress book p. 52 5. Scholastic Reaching Beyond Master S-18, Card S-6-2 6. 11 skill sheets</p>
<p>2- 12-09-02</p> <p>Reads a selection and answers factual questions under timed conditions.</p>	<p>2- Read a selection and answer the provided questions in a given time.</p> <p>How long is the training period for jockeys</p> <hr/> <p>How many jockeys are injured during training?</p> <hr/>	<p>2- 1. Random House Skilpacer (red) #4 2. 8 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>After reading the story number the events listed in the correct order. (6 events)</p>	<p>1-</p> <ol style="list-style-type: none"> 1. <u>EDL Listen and Think: D</u> Tape Lesson #3, Recognizing Sequence 2. Random House Skilpacer (red) #5 3. SRA Listening Skills Program Int. II B Cassette 4 4. Audio Reading Progress Lab, Level 5, Tape 7A, Progress book p. 52 5. <u>Scholastic Reaching Beyond</u> Master 6-18, Card S-6-2 6. 11 skill sheets 	<p>1-</p>
<p>2-</p> <p>Read a selection and answer the provided questions in a given time.</p> <p>How long is the training period for jockeys</p> <p>_____</p> <p>How many jockeys are injured during training?</p> <p>_____</p>	<p>2-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (red) #4 2. 8 skill sheets 	<p>2-</p>

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 12-09-03</p> <p>When the main idea of a paragraph is stated, selects the matching paragraph number.</p>	<p>3- Read the numbered paragraphs and select the paragraph that contains the following main idea. . . .</p>	<p>3- 1. SRA Listening Skills Prog Int. II B Cassette 5 2. Random House Skilpacer (blue) #1 3. Audio Reading Progress La Level 4, Tape 11B, Progre book p 88 Level 5, Tape 8A, Progres book p. 60 4. 5 skill sheets</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Read the numbered paragraphs and select the paragraph that contains the following main idea. . . .</p>	<p>3- 1. SRA Listening Skills Program Int. II B Cassette 5 2. Random House Skilpacer (blue) #1 3. Audio Reading Progress Lab, Level 4, Tape 11B, Progress book p 88 Level 5, Tape 8A, Progress book p. 60 4. 5 skill sheets</p>	<p>3-</p>

LEVEL XIII - Factual Comprehension

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 13-09-01</p> <p>Write an article for a given newspaper headline.</p>	<p>1- Read this newspaper headline. Write an appropriate article.</p>	<p>1- 1. 5 skill sheets</p>
<p>2- 13-09-02</p> <p>Given a newspaper article with headline, indicate on a prepared list of facts whether or not the facts do or do not justify the headline.</p>	<p>2- Place an X on the statements that justify the headline.</p> <p><u> X </u> The ship did not have enough life jackets.</p> <p><u> </u> Only six persons were injured.</p>	<p>2- 1. 7 skill sheets</p>

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ne.	1- Read this newspaper head- line. Write an appropriate article.	1- 1. 5 skill sheets	1- 1. Harper-Row <u>Crossroads</u> workboo p. 30-31 /
cle e he tify	2- Place an X on the state- ments that justify the headline. <u> X </u> The ship did not have enough life jackets. <u> </u> Only six persons were injured.	2- 1. 7 skill sheets	2-

LEVEL XIV - Factual Comprehension

SKILL OBJECTIVE (1)	EXAMPLE	INSTRUCTION
<p>1- 14-07-01</p> <p>Answers factual questions requiring recall or detail from an informative selection.</p>	<p>1-</p> <p>Read the article carefully, as many times as needed. When you are ready, put the article aside and answer as many questions as you can from memory by selecting the best phrase from four responses.</p> <p>Abdul Aziz lives a very different life from boys and girls in America. His home is in Tunisia, a North African country ruled by France. He and his people are Arabs. They follow the Mohammedan religion, and their name for God is Allah. They have many very firm rules, especially in small villages like Hammamet. For example, a woman must wear a veil over her face and many yards of cloth around her body whenever she goes out of her own house. This makes her look somewhat like a walking bundle. Bedouins, the Arabs who wander about the desert caring for sheep, lead a freer life than the people of the villages.</p> <p>Why does the Mohammedan woman wear veils?</p> <p>a. to cover her face b. to make her look like a walking bundle c. because of very firm rules</p>	<p>1-</p> <p>1. Random House Skilpacer (blue) #4 2. Audio Reading Progress Lab, Level 5, Tape 6A progress book p.44 Tape 6 B, progress book p.48 3. Scholastic <u>Reaching Ahead</u> Master 5-18 4. Scholastic <u>Reaching Beyond</u> Master 6-17, Card S-6-10 5. 6 skill sheets</p> <p>d. to protect her face</p>

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EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Read the article carefully, as many times as needed. When you are ready, put the article aside and answer as many questions as you can from memory by selecting the best phrase from four responses.</p> <p>Abdul Aziz lives a very different life from boys and girls in America. His home is in Tunisia, a North African country ruled by France. He and his people are Arabs. They follow the Mohammedan religion, and their name for God is Allah. They have many very firm rules, especially in small villages like Hammamet. For example, a woman must wear a veil over her face and many yards of cloth around her body whenever she goes out of her own house. This makes her look somewhat like a walking bundle. Bedouins, the Arabs who wander about the desert caring for sheep, lead a freer life than the people of the villages.</p> <p>Why does the Mohammedan woman wear veils?</p> <p>a. to cover her face b. to make her look like a walking bundle</p>	<p>1- 1. Random House Skilpacer (blue) #4 2. Audio Reading Progress Lab, Level 5, Tape 6A progress book p.44 Tape 6 B, progress book p.48 3. <u>Scholastic Reaching Ahead</u> Master 5-18 4. <u>Scholastic Reaching Beyond</u> Master 6-17, Card S-6-10 5. 6 skill sheets</p> <p>d. to protect her face</p>	<p>1-</p>

c. because of very firm rules

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LEVEL XV - Factual Comprehension

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 15-07-01</p> <p>Given a newspaper article with headline, states whether or not the headline is justified by the facts included in the article.</p>	<p>1- Read the article. Write a few facts to justify the headlines or write a few facts that indicate the headline is not justified.</p>	<p>1- 1. 5 skill sheets</p>
<p>2- 15-07-02</p> <p>Select from 4 responses the best meaning of given concrete or abstract words in phrases.</p>	<p>2- 1. an antique <u>bureau</u> is: a. a business office b. <u>a chest of drawers</u> c. an establishment d. an employment department</p> <p>2. <u>sharpened</u> his wits a. came to a point b. a very thin edge c. <u>a keen perception</u> d. impetuous</p>	<p>2- 1. Audio Reading Progress Lab Level 5, Tape 4 B, progress book p. 32 2. 5 skill sheets</p>

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
es - e	<p>1-</p> <p>Read the article. Write a few facts to justify the headlines or write a few facts that indicate the headline is not justified.</p>	<p>1-</p> <p>1. 5 skill sheets</p>	<p>1-</p>
	<p>2-</p> <p>1. an antique <u>bureau</u> is:</p> <p>a. a business office</p> <p>b. <u>a chest of drawers</u></p> <p>c. an establishment</p> <p>d. an employment department</p> <p>2. <u>sharpened</u> his wits</p> <p>a. came to a point</p> <p>b. a very thin edge</p> <p>c. <u>a keen perception</u></p> <p>d. impetuous</p>	<p>2-</p> <p>1. Audio Reading Progress Lab, Level 5, Tape 4 B, progress book p. 32</p> <p>2. 5 skill sheets</p>	<p>2-</p>

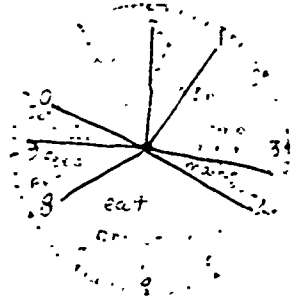
LEVEL XVI - Factual Comprehension

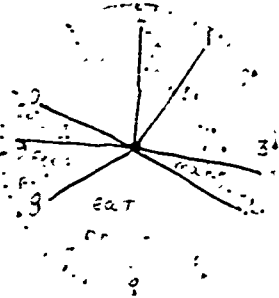
SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 16-07-01</p> <p>Uses maps to locate various types of factual information.</p>	<p>1-</p> <p>The map on this page is part of a road map. Use it to help you answer the following questions.</p> <p>Underline the true statements:</p> <p>(a) Which of these is a true statement about Highway No. 17?</p> <ol style="list-style-type: none"> 1. It is a four lane State Highway. 2. <u>It is a paved State Highway.</u> 3. It is a paved county road. 4. It is a paved U.S. Highway. <p>(b) Beston is what direction from Lux?</p> <ol style="list-style-type: none"> 1. <u>Northwest</u> 2. Northeast 3. Southwest 4. Southeast <p>(c) At which of these towns is there no highway junction?</p> <ol style="list-style-type: none"> 1. Elms 2. Fulton 3. Galt 4. <u>Nusk</u> 	<p>1-</p> <ol style="list-style-type: none"> 1. Random House Skilpacers (red) #13 (blue) #13 2. Field Enterprises Inc. Transparency Learning Look-it-Up Skills with an Encyclopedia #6 3. 6 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- The map on this page is part of a road map. Use it to help you answer the following questions.</p> <p>Underline the true statement:</p> <p>(a) Which of these is a true statement about Highway No. 17?</p> <ol style="list-style-type: none"> 1. It is a four lane State Highway. 2. <u>It is a paved State Highway.</u> 3. It is a paved county road. 4. It is a paved U.S. Highway. <p>(b) Beston is what direction from Lux?</p> <ol style="list-style-type: none"> 1. <u>Northwest</u> 2. <u>Northeast</u> 3. Southwest 4. Southeast <p>(c) At which of these towns is there no highway junction?</p> <ol style="list-style-type: none"> 1. Elms 2. Fulton 3. Galt 4. <u>Nusk</u> 	<p>1-</p> <ol style="list-style-type: none"> 1. Random House Skilpacers (red) #13 (blue) #13 2. Field Enterprises Inc. Transparency Learning Look-it-Up Skills with an Encyclopedia #6 3. 6 skill sheets 	<p>1-</p> <ol style="list-style-type: none"> 1. Harper-Row <u>Seven Seas</u> workbook pp. 95,96,97

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>2- 16-07-02</p> <p>Finds and uses information from graphs, tables, and charts.</p>	<p>2-</p> <p>Use this graph to help you answer the questions:</p> <p>Underline the true statement.</p> <p>a. On which of these days did Mike weigh the least?</p> <ol style="list-style-type: none"> 1. The first day 2. The 10th day 3. <u>The 20th day</u> 4. The 58th day <p>b. What happened when milk was added to Mike's diet?</p> <ol style="list-style-type: none"> 1. He started to gain weight on the very first day. 2. His weight doubled the first week. 3. He continued to lose weight for a few days. 4. <u>He stopped losing weight but did not gain immediately.</u> <p>c. How long after the change in diet did it take Mike to catch up to Pat in weight?</p> <ol style="list-style-type: none"> 1. 3 days 2. 17 days 3. <u>31 days</u> 4. 37 days 	<p>2-</p> <ol style="list-style-type: none"> 1. Random House Skilpacers (red #13) (blue #13) 2. Field Enterprises Inc. Transparency "Learning Look-It-up Skills with an Encyclopedia" #7 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>2- Use this graph to help you answer the questions:</p> <p>Underline the true statement.</p> <p>a. On which of these days did Mike weigh the least?</p> <ol style="list-style-type: none"> 1. The first day 2. The 10th day 3. <u>The 20th day</u> 4. The 58th day <p>b. What happened when milk was added to Mike's diet?</p> <ol style="list-style-type: none"> 1. He started to gain weight on the very first day. 2. His weight doubled the first week. 3. He continued to lose weight for a few days. 4. <u>He stopped losing weight but did not gain immediately.</u> <p>c. How long after the change in diet did it take Mike to catch up to Pat in weight?</p> <ol style="list-style-type: none"> 1. 3 days 2. 17 days 3. <u>31 days</u> 4. <u>37 days</u> 	<p>2-</p> <ol style="list-style-type: none"> 1. Random House Skillpacers (red #13) (blue #13) 2. Field Enterprises Inc. Transparency "Learning Look-It-up Skills with an Encyclopedia" #7 3. 5 skill sheets 	<p>2-</p> <ol style="list-style-type: none"> 1. Harper-Row Seven Seas workbook, p. 70, 103

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 16-07-03</p> <p>Interprets the information given on graphs, tables and charts.</p>	<p>3-</p> <p>Sue hates to get up in the morning. She has found that by planning her time carefully she can sleep until 8:00 o'clock and still get to school by 9:00 o'clock. The drawing below shows how she uses her time.</p>  <p>Study the chart and answer the following questions.</p> <p>a. How many minutes does it take Sue to brush her teeth each morning?</p> <p><u>two minutes</u> five minutes ten minutes</p> <p>b. What time would Sue's pets be eating?</p> <p>8:40 8:50 8:46</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skillpacers (red #13) (blue #13) 2. Field Enterprises Inc. Transparency "Learning Look-It-Up" Skills with an Encyclopedia" #7 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Sue hates to get up in the morning. She has found that by planning her time carefully she can sleep until 8:00 o'clock and still get to school by 9:00 o'clock. The drawing below shows how she uses her time.</p>  <p>Study the chart and answer the following questions.</p> <p>a. How many minutes does it take Sue to brush her teeth each morning?</p> <p><u>two minutes</u> five minutes ten minutes</p> <p>b. What time would Sue's pets be eating?</p> <p><u>8:40</u> 8:50 8:46</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skilpacers (red #13) (blue #13) 2. Field Enterprises Inc. Transparency "Learning Look-It-Up" Skills with an Encyclopedia" #7 3. 5 skill sheets 	<p>3-</p> <ol style="list-style-type: none"> 1. Harper-Row <u>Seven Seas</u> workbook p. 70. 103

LEVEL XVI - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>4- 16-07-04</p> <p>Answers questions using a map when the answers are not directly stated.</p>	<p>4- Use this map to answer the questions below.</p> <p>(a) Where is the junction of State Highway 51 and 7 located?</p> <ol style="list-style-type: none"> 1. At Jackson 2. <u>At Grant</u> 3. 11 miles Northeast of Jackson 4. 7 miles Northeast of Newton <p>(b) How far is it from Easton to Fairview by the closest route?</p> <ol style="list-style-type: none"> 1. 60 miles 2. 62 miles 3. 37 miles 4. <u>49 miles</u> 	<p>4-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (red) #13 2. Field Enterprises Inc. Transparency Learning Look-It-Up" Skills with a Encyclopedia" #6 3. 7 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>4- Use this map to answer the questions below.</p> <p>(a) Where is the junction of State Highway 51 and 7 located?</p> <ol style="list-style-type: none"> 1. At Jackson 2. <u>At Grant</u> 3. 11 miles Northeast of Jackson 4. 7 miles Northeast of Newton <p>(b) How far is it from Easton to Fairview by the closest route?</p> <ol style="list-style-type: none"> 1. 60 miles 2. 62 miles 3. 37 miles 4. <u>49 miles</u> 	<p>4-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (red) #13 2. Field Enterprises Inc. Transparency Learning Look-It-Up" Skills with an Encyclopedia" #6 3. 7 skill sheets 	<p>4-</p> <ol style="list-style-type: none"> 1. Harper-Row Seven Seas workbook pp. 95,96,97

LEVEL XVI - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 16-07-05</p> <p>Uses material from the content areas (science, health, math, history, geography) to locate facts.</p>	<p>5-</p> <p>Travel at the turn of the nineteenth century was difficult, slow, and dangerous. The best road throughout its course, in the entire country, was the one between Boston and New York; yet the public conveyance which made regular trips with relays of horses usually took an entire week for the journey of roughly 250 miles, even in the most favorable season of the year. The stage was rickety, the horses' harness made of ropes. One team hauled the stage only eighteen miles. The stop for the night was made at ten o'clock, the start next morning at half-past two. Over parts even of this, the finest long highway in the United States the stage had to struggle against rocks and to escape precipices. The passengers often had to help the driver lift the coach out of the swamp. "I knew not which to admire most in the driver, his fearlessness or his skill," testified one traveler. I cannot understand how he avoided twenty times dashing the carriage to pieces.</p>	<p>5-</p> <p>1. 9 skill sheets</p>

- a. In presenting his picture of travel conditions in the period indicated, the writer is openly

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EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Travel at the turn of the nineteenth century was difficult, slow, and dangerous. The best road throughout its course, in the entire country, was the one between Boston and New York; yet the public conveyance which made regular trips with relays of horses usually took an entire week for the journey of roughly 250 miles, even in the most favorable season of the year. The stage was rickety, the horses' harness made of ropes. One team hauled the stage only eighteen miles. The stop for the night was made at ten o'clock, the start next morning at half-past two. Over parts even of this, the finest long highway in the United States, the stage had to struggle against rocks and to escape precipices. The passengers often had to help the driver lift the coach out of the swamp. "I knew not which to admire most in the driver, his fearlessness or his skill," testified one traveler. I cannot understand how he avoided twenty times dashing the carriage to pieces.</p>	<p>5- 1. 9 skill sheets</p>	<p>5-</p>

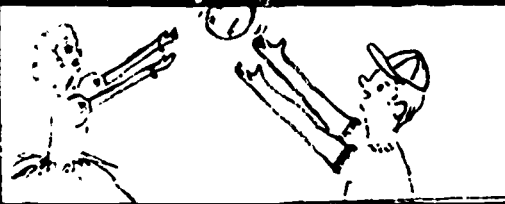
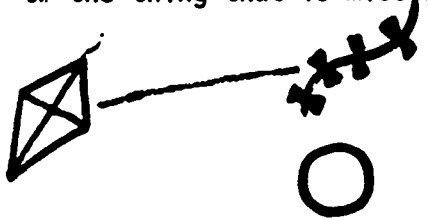
a. In presenting his picture of travel conditions in the period indicated, the writer is openly

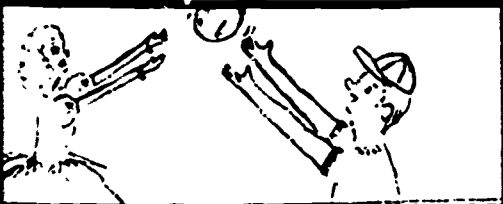
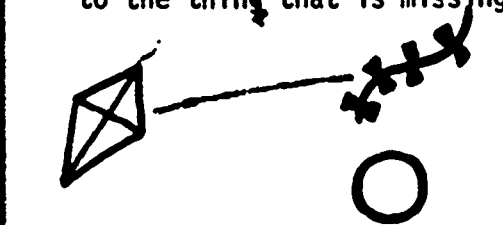
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SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- continued 16-07-05</p>	<p>5- continued</p> <p>critical of all the following <u>except.....</u></p> <ol style="list-style-type: none"> 1. read conditions 2. stagecoaches 3. Horses' harnesses 4. <u>stagecoach drivers</u> <p>b. About how many miles a day did a stage average under the best conditions?</p> <p>1. 18 2. 25 3. <u>36</u></p> <p>4. 50</p>	<p>5- continued</p>

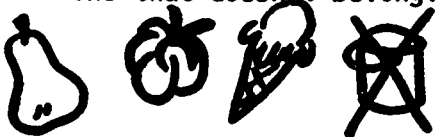
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- continued</p> <p>critical of all the following <u>except.....</u></p> <ol style="list-style-type: none"> 1. read conditions 2. stagecoaches 3. Horses' harnesses 4. <u>stagecoach drivers</u> <p>b. About how many miles a day did a stage average under the best conditions?</p> <p>1. 18 2. 25 3. <u>36</u></p> <p>4. 50</p>	<p>5- continued</p>	<p>5-continued</p>

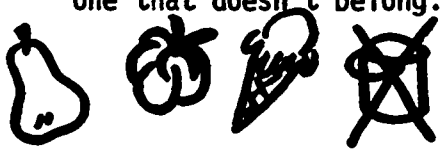
LEVEL I - Inferential Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 01-08-01</p> <p>Describes orally several things that are happening in a picture.</p>	<p>1- Tell me some things that are happening in the picture.</p>  <p>Child must mention: 1. boy 3. ball 2. girl</p>	<p>1- 1. 5 skill sheets.</p>
<p>2- 01-08-02</p> <p>Given a picture which is incomplete, indicate which item is necessary to complete the picture.</p>	<p>2- Draw a line from the picture to the thing that is missing.</p> 	<p>2- 1. 2 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Tell me some things that are happening in the picture.</p>  <p>Child must mention: 1. boy 3. ball 2. girl</p>	<p>1- 1. 5 skill sheets.</p>	<p>1-</p>
<p>2- Draw a line from the picture to the thing that is missing.</p> 	<p>2- 1. 2 skill sheets.</p>	<p>2-</p>

LEVEL I - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 01-08-03</p> <p>Given a series of four or five pictures, marks the item which does not belong in the series.</p>	<p>3- Look at all the pictures in each row. Then X the one that doesn't belong.</p> 	<p>3-</p> <ol style="list-style-type: none"> 1. Scholastic Reaching Up, Master 2-36, Cards S-2, G-17. 2. 5 skill sheets.



EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Look at all the pictures in each row. Then X the one that doesn't belong.</p> 	<p>3- 1. Scholastic <u>Reaching Up</u>, Master 2-36, Cards S-2, G-17. 2. 5 skill sheets.</p>	<p>3-</p>

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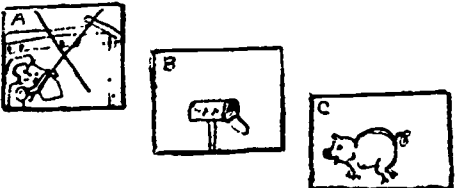
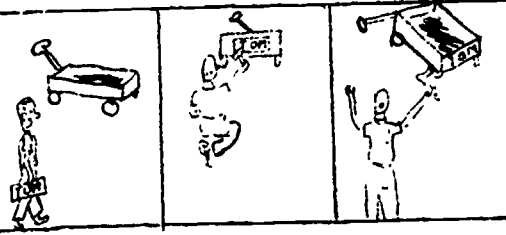
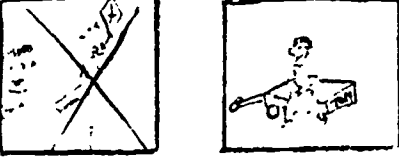
LEVEL II - Inferential Comprehension


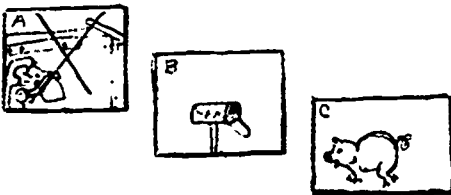
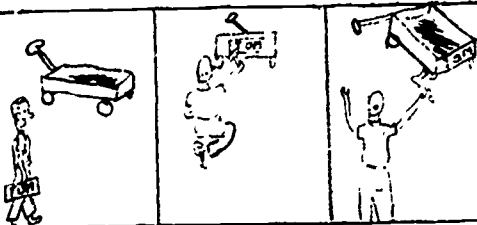
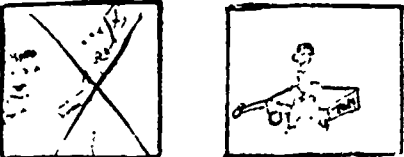
SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 02-08-01</p> <p>Responds with an oral interpretation of a story read by the teachers or presented on tape.</p>	<p>1- Listen carefully to this story.</p> <p>Old Red was the oldest dog on the farm. One day he saw Hound-Pup looking unhappy because his ears were too long. Old Red told him not to be sad, because his ears would be just the right size when he became a hound dog. "Tell me what you know about the story." The child must mention: 1. Old Red 2. Hound-Pup 3. ears</p>	<p>1- 1. 5 skill sheets.</p>
<p>2- 02-08-02</p> <p>Listens to a selection and decides whether it is happy or sad.</p>	<p>2- Listen to this story. Decide if it is happy or sad.</p> <p>Today will be a very busy day for Sally Ann. It is her birthday and she's going to have a big party. After the party Sally Ann's mother and father are going to take her to a drive-in restaurant to have a hamburger and a milkshake. Then her family will go to a movie.</p> <p>If you think the story was happy, mark the happy face. If you think the story was sad, mark the sad face.</p>	<p>2- 1. 5 skill sheets.</p>




EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Listen carefully to this story.</p> <p>Old Red was the oldest dog on the farm. One day he saw Hound-Pup looking unhappy because his ears were too long. Old Red told him not to be sad, because his ears would be just the right size when he became a hound dog.</p> <p>"Tell me what you know about the story."</p> <p>The child must mention:</p> <ol style="list-style-type: none"> 1. Old Red 2. Hound-Pup 3. ears 	<p>1- 1. 5 skill sheets.</p>	<p>1-</p>
<p>2- Listen to this story. Decide if it is happy or sad.</p> <p>Today will be a very busy day for Sally Ann. It is her birthday and she's going to have a big party. After the party Sally Ann's mother and father are going to take her to a drive-in restaurant to have a hamburger and a milkshake. Then her family will go to a movie.</p> <p>If you think the story was happy, mark the happy face. If you think the story was sad, mark the sad face.</p> <div data-bbox="73 1320 178 1430"></div> <div data-bbox="258 1329 352 1430"></div>	<p>2- 1. 5 skill sheets.</p>	<p>2-</p>

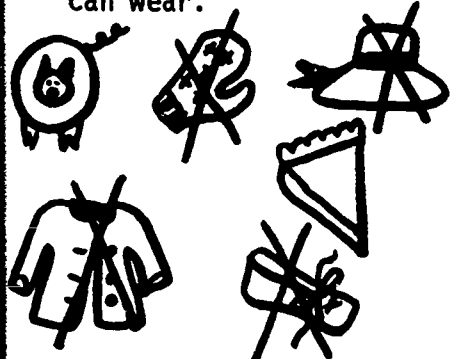
LEVEL II - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 02-08-03</p> <p>Shown a 2 pictured sequence, identifies the logical pictured outcome.</p>	<p>3- Look at the first two pictures that tell a story. X the picture that finishes the story.</p>  	<p>3-1. 5 skill sheets.</p>
<p>4- 02-08-04</p> <p>Given a series of 4 or 5 pictures which tell a story, marks the picture which does not belong in the story.</p>	<p>4- Look at all of the pictures. Mark the picture that doesn't belong in the picture story.</p>  	<p>4-1. 5 skill sheets.</p>

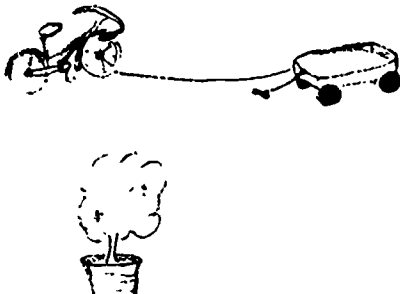
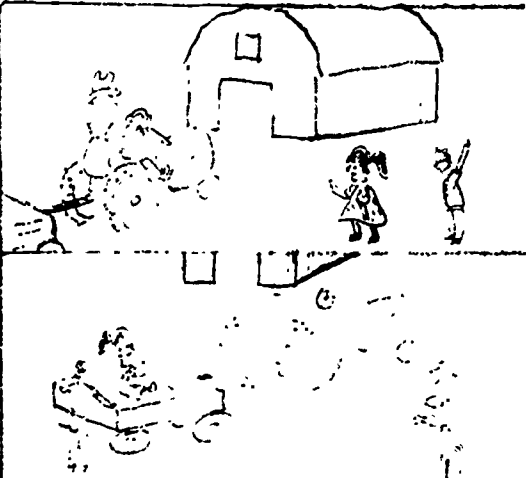
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Look at the first two pictures that tell a story. X the picture that finishes the story.</p>  	<p>3-1. 5 skill sheets.</p>	<p>3-</p>
<p>4-</p> <p>Look at all of the pictures. Mark the picture that doesn't belong in the picture story.</p>  	<p>4-1. 5 skill sheets.</p>	<p>4-</p>

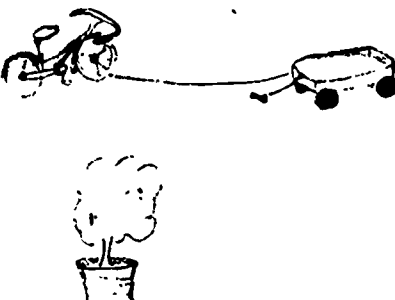
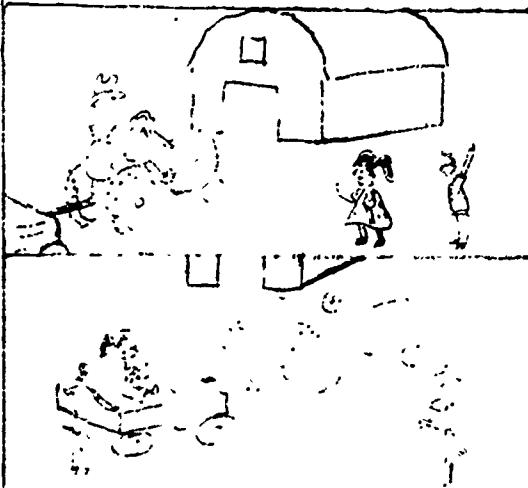
LEVEL II - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 02-08-05</p> <p>Given a series of pictures, classifies them into given categories.</p>	<p>5- X all the things that people can wear.</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. EDL Listen and Think, auditory readiness, TM, p. 22 and 23 (classifying #10.) 2. Instructo Activity Kit #1014 "The Classification Game" 3. Ideal Classification Picture for Peg Board #2711. 4. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- X all the things that people can wear.</p> 	<p>5-</p> <ol style="list-style-type: none"> 1. EDL Listen and Think, auditory readiness, TM, p. 22 and 23 (classifying #10.) 2. Instructo Activity Kit #1014 "The Classification Game" 3. Ideal Classification Picture for Peg Board #2711. 4. 5 skill sheets. 	<p>5-</p>

LEVEL III - Inferential Comprehension

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 03-08-01</p> <p>Matches pictures that show relationships.</p>	<p>1-</p> <p>Draw lines to pictures that belong together.</p> 	<p>1- 1. 5 skill sheets.</p>
<p>2- 03-08-02</p> <p>Completes orally the outcome of a series of pictures.</p>	<p>2-</p> <p>Look at the pictures and tell what happens next.</p> 	<p>2-</p> <p>1. SRA Listening Skills Program Primary: Creative Listening. 2. 7 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Draw lines to pictures that belong together.</p> 	<p>1- 1. 5 skill sheets.</p>	<p>1-</p>
<p>2-</p> <p>Look at the pictures and tell what happens next.</p> 	<p>2-</p> <p>1. SRA Listening Skills Program Primary: Creative Listening. 2. 7 skill sheets.</p>	<p>2-</p>


LEVEL III - Inferential Comprehension

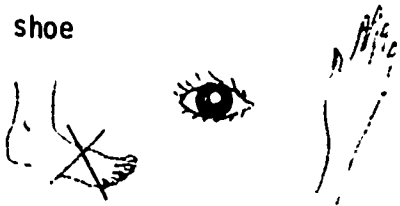
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 03-08-03</p> <p>Supplies orally the missing word in a sentence given by the teacher.</p>	<p>3-</p> <p>The teacher reads a sentence omitting one word. Children are to supply the missing word.</p> <p>" The <u>dog</u> barked at the cat."</p>	<p>3-</p> <p>1. 4 skill sheets.</p>

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EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- The teacher reads a sentence omitting one word. Children are to supply the missing word.</p> <p>" The <u>dog</u> barked at the cat."</p>	<p>3- 1. 4 skill sheets.</p>	<p>3-</p>

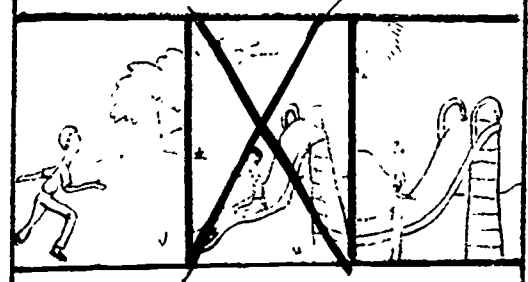
LEVEL IV - Inferential Comprehension

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
<p>1- 04-08-01</p> <p>Matches words to pictures which show abstract relationship.</p>	<p>1-</p> <p>Mark the picture that goes with the word.</p> <p>shoe</p> 	<p>1-</p> <p>1. 5 skill sheets.</p>
<p>2- 04-08-02</p> <p>After reading a 4 line story or poem, selects the correct response by drawing conclusions.</p>	<p>2-</p> <p>Mark the box that answers the question.</p> <p>We went to town. Mother wanted some shoes. Tom wanted a kite. Sally and Janet looked and looked.</p> <p>What did Jane get?</p> <div data-bbox="515 1114 954 1240"> <div>kite</div> <div>shoes</div> <div>the story does not tell</div> </div>	<p>2-</p> <p>1. Random House Skilpacer (yellow #11).</p> <p>2. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Mark the picture that goes with the word.</p> <p>shoe</p> 	<p>1-</p> <p>1. 5 skill sheets.</p>	<p>1-</p>
<p>2-</p> <p>Mark the box that answers the question.</p> <p>We went to town. Mother wanted some shoes. Tom wanted a kite. Sally and Janet looked and looked.</p> <p>What did Jane get?</p> <div data-bbox="77 1110 172 1168">kite</div> <div data-bbox="203 1110 311 1168">shoes</div> <div data-bbox="346 1110 515 1238"> the story does not tell </div>	<p>2-</p> <p>1. Random House Skilpacer (yellow) #11.</p> <p>2. 5 skill sheets.</p>	<p>2-</p>

LEVEL V - Inferential Comprehension

SKILL OBJECTIVE (11)	EXAMPLE	INSTRUCTION
<p>1- 05-08-01</p> <p>Classifies words into categories.</p>	<p>1- Circle the words that tell what the children can do.</p> <p>(run), bird, (hop), (jump), tree, (pull), (sing), chair</p>	<p>1- 1. Random House Skilpacer (red) #12. 2. Scholastic Reaching Up, Master 2-37, Cards S-2, G-17. 3. Scholastic Reaching Higher, Master 3-19, Cards S-3,4, 23 4. 5 skill sheets.</p>
<p>2- 05-08-02</p> <p>Reads three or four sentences and chooses the picture that predicts the outcome.</p>	<p>2- John went to play. He ran to the slide. He climbed to the top. Mark the picture that shows what he did next.</p> 	<p>2- 1. Random House Skilpacer (yellow) #7. 2. 11 skill sheets.</p>

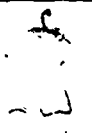
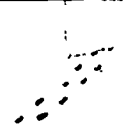

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Circle the words that tell what the children can do.</p> <p>(run), bird, (hop), (jump), tree, (pull), (sing), chair</p>	<p>1- 1. Random House Skilpacer (red) #12. 2. Scholastic Reaching Up, Master 2-37, Cards S-2, G-17. 3. Scholastic Reaching Higher, Master 3-19, Cards S-3,4, 23. 4. 5 skill sheets.</p>	<p>1-</p>
<p>2- John went to play. He ran to the slide. He climbed to the top. Mark the picture that shows what he did next.</p> 	<p>2- 1. Random House Skilpacer (yellow) #7. 2. 11 skill sheets.</p>	<p>2-</p>


LEVEL V - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 05-08-03</p> <p>Determines which selections deal with reality and which deal with fantasy. (Real and make-believe)</p>	<p>3-</p> <p>Make a R after the poem that is real. Make an F after the poem which is fantasy.</p> <p style="text-align: center;">Down By the Sea</p> <p>We like to run and hop and skip, My puppy and I We like to look out at the blue, blue sea, And up at the blue, blue sky.</p> <p style="text-align: right;">R</p> <p style="text-align: center;">The Owl</p> <p>It was night, and the owl in the tree said, "I think I will fly out to the sea."</p> <p style="text-align: right;">F</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Scholastic <u>Reaching Up</u>, Master 2-49. 2. Scholastic <u>Reaching Higher</u>, Master 3-26. 3. 7 skill sheets.
<p>05-08-04</p> <p>Matches words to words which show abstract relationships.</p>	<p>4-</p> <p>Mark the word in the box that goes with the word beside the number</p> <p>1. floor red coat paper</p> <p>2. happy hear smile head</p>	<p>4-1. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Make a R after the poem that is real. Make an F after the poem which is fantasy.</p> <p>Down By the Sea</p> <p>We like to run and hop and skip, My puppy and I We like to look out at the blue, blue sea, And up at the blue, blue sky.</p> <p style="text-align: right;">R</p> <p>The Owl</p> <p>It was night, and the owl in the tree said, "I think I will fly out to the sea.</p> <p style="text-align: right;">F</p>	<p>3-</p> <p>1. Scholastic <u>Reaching Up</u>, Master 2-49.</p> <p>2. Scholastic <u>Reaching Higher</u>, Master 3-26.</p> <p>3. 7 skill sheets.</p>	<p>3-</p>
<p>4-</p> <p>Mark the word in the box that goes with the word beside the number</p> <p>1. floor rag coat paper</p> <p>2. happy hear smile head</p>	<p>4-1. 5 skill sheets.</p>	<p>4-</p>

LEVEL V - Interential Comprehension


SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 05-08-05</p> <p>Matches sentences to pictures which show abstract relationship.</p>	<p>5-</p> <p>Mark the picture that goes with the sentence.</p> <p>Ann said, "The cat has been out in the rain again."</p> <div>    </div>	<p>5=</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #13. 2. 5 skill sheets.
<p>6- 05-08-06</p> <p>Matches sentences to words which show abstract relationships. (cause/effect)</p>	<p>6-'</p> <p>Mark the word in the box that goes with the sentence.</p> <p>1. He is in bed on a school day.</p> <div> mad sick Tom </div> <p>2. I can't see now.</p> <div> read dark hear </div>	<p>6-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #8. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Mark the picture that goes with the sentence.</p> <p>Ann said, "The cat has been out in the rain again."</p> <div data-bbox="38 420 557 567">  </div>	<p>5=</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #13. 2. 5 skill sheets. 	<p>5-</p>
<p>6- Mark the word in the box that goes with the sentence.</p> <p>1. He is in bed on a school day.</p> <div data-bbox="92 909 446 972"> mad sick Tom </div> <p>2. I can't see now.</p> <div data-bbox="92 1034 446 1097"> read dark hear </div>	<p>6-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #8. 2. 5 skill sheets. 	<p>6-</p>

LEVEL V - Inferential

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 05-08-07</p> <p>Matches sentences to words which show abstract relationships.</p>	<p>7- Mark the word in the box that goes with the sentence.</p> <p>We ate something good.</p> <div data-bbox="480 362 886 420"> <div>table</div> <div>teeth</div> <div>candy</div> </div>	<p>7- 1. 5 skill sheets.</p>
<p>8- 05-08-08</p> <p>Matches paragraphs to pictures which show abstract relationships.</p>	<p>8- Circle the picture that goes with the sentence.</p> <p>It is almost time for Mother to get dinner ready.</p> <div data-bbox="500 962 954 1318"> </div>	<p>8- 1. 5 skill sheets.</p>

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EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Mark the word in the box that goes with the sentence.</p> <p>We ate something good.</p> <div data-bbox="43 373 449 429"> <div>table</div> <div>teeth</div> <div>candy</div> </div>	<p>7- 1. 5 skill sheets.</p>	<p>7-</p>
<p>8- Circle the picture that goes with the sentence.</p> <p>It is almost time for Mother to get dinner ready.</p> 	<p>8- 1. 5 skill sheets.</p>	<p>8-</p>

LEVEL V - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>9- 05-08-09</p> <p>After reading a sentence or story, selects the correct response by drawing conclusions from time responses.</p>	<p>9- Mark the correct answer.</p> <p>When will we go to lunch?</p> <p>in the evening <u>at noon</u></p> <p>tomorrow</p>	<p>9-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2719 #5. 2. Random House Skilpacer (yellow) #11. 3. 6 skill sheets.
<p>10- 05-08-10</p> <p>After reading a 3 line paragraph, selects the rhyming word which shows an abstract relationship.</p>	<p>10- Read the paragraph and mark the rhyming word.</p> <p>You say sun I say play you say</p> <p>man <u>fun</u> can</p>	<p>10-</p> <ol style="list-style-type: none"> 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>9- Mark the correct answer.</p> <p>When will we go to lunch?</p> <p>in the evening <u>at noon</u></p> <p>tomorrow</p>	<p>9-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2719 #5. 2. Random House Skilpacer (yellow) #11. 3. 6 skill sheets. 	<p>9-</p>
<p>10- Read the paragraph and mark the rhyming word.</p> <p>You say sun I say play you say</p> <p>man <u>fun</u> can</p>	<p>10-</p> <ol style="list-style-type: none"> 1. 5 skill sheets. 	<p>10-</p>

LEVEL V - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>11- 05-08-11</p> <p>After reading a two or three paragraph story, selects the correct response by drawing conclusions.</p>	<p>11-</p> <p>Daddy took Bill fishing on his birthday. They fished for a long time. But they did not catch a fish. Before long Bill began to get very hungry. "It must be about lunchtime," said Daddy. "If you are hungry let's eat."</p> <p>Draw a line under the right ending.</p> <ol style="list-style-type: none"> 1. they went home 2. <u>they brought a lunch</u> 3. <u>they went swimming</u> 	<p>11-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #11. 2. 10 skill sheets.


EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>11- Daddy took Bill fishing on his birthday. They fished for a long time. But they did not catch a fish. Before long Bill began to get very hungry. "It must be about lunchtime," said Daddy. "If you are hungry let's eat."</p> <p>Draw a line under the right ending.</p> <ol style="list-style-type: none"> 1. they went home 2. <u>they brought a lunch</u> 3. <u>they went swimming</u> 	<p>11-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow) #11. 2. 10 skill sheets. 	<p>11-</p>


LEVEL VI - Inferential Comprehension

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 06-08-01</p> <p>Reads a poem or short story and indicates the mood expressed as happy, sad, or funny.</p>	<p>1-</p> <p>Read the poem.</p> <p>School is over. Oh, what fun! Lessons finished; play begun.</p> <p>Circle the word which tells the mood of the selection.</p> <p>funny sad <u>happy</u></p>	<p>1-</p> <ol style="list-style-type: none"> 1. EDL Listen and Think:B Tape Session #12, Feelings. 2. 5 skill sheets.
<p>2- 06-08-02</p> <p>Matches paragraphs to words which show abstract relationships.</p>	<p>2-</p> <p>Read the paragraph and circle the word below that best completes the story.</p> <p>In the morning it was cold but in the afternoon it was hot. The little girl wore her coat to school and home again. When she got home she was very hot. The little girl was</p> <p>smart <u>silly</u> jolly</p>	<p>2-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow #15. 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Read the poem.</p> <p>School is over. Oh, what fun! Lessons finished; play begun.</p> <p>Circle the word which tells the mood of the selection.</p> <p>funny sad <u>happy</u></p>	<p>1- 1. EDL Listen and Think:B Tape Session #2, Feelings. 2. 5 skill sheets.</p>	<p>1-</p>
<p>2- Read the paragraph and circle the word below that best com- pletes the story.</p> <p>In the morning it was cold but in the afternoon it was hot. The little girl wore her coat to school and home again. When she got home she was very hot. The little girl was</p> <p>smart <u>silly</u> jolly</p>	<p>2- 1. Random House Skilpacer (yellow) #15. 2. 6 skill sheets.</p>	<p>2-</p>

LEVEL VI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 06-08-03</p> <p>Writes a short description of a picture telling what is seen.</p>	<p>3- Write about the picture</p>  <p>Two children are making a snowman.</p>	<p>3- 1. 5 skill sheets.</p>
<p>4- 06-08-04</p> <p>Reads a story, and selects from multiple choices, the main idea that is implied by the author.</p>	<p>4- Read the story and draw a line under the phrase that tells what the story is about.</p> <p>Jack and Ben went up a hill. The boys had a race with two toy airplanes. Away zoomed the airplanes. Away ran the boys.</p> <p>This story is about. . . .</p> <p>a funny ride airplane rides <u>the airplane race</u></p>	<p>4- 1. Random House Skilpacer (yellow)#1. 2. 8 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Write about the picture</p>  <p>Two children are making a snowman.</p>	<p>3- 1. 5 skill sheets.</p>	<p>3- 1. Pictures from <u>Understanding Our Feelings</u>. 2. Pictures from <u>Holt Reinhart & Winston Words and Action</u>.</p>
<p>4- Read the story and draw a line under the phrase that tells what the story is about.</p> <p>Jack and Ben went up a hill. The boys had a race with two toy airplanes. Away zoomed the airplanes. Away ran the boys.</p> <p>This story is about. . . .</p> <p>a funny ride airplane rides <u>the airplane race</u></p>	<p>4- 1. Random House Skilpacer (yellow)#1. 2. 8 skill sheets.</p>	<p>4-</p>

LEVEL VI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 06-08-05</p> <p>Reads a sentence or sentences silently and writes what may happen next.</p>	<p>5-</p> <p>Read the sentences and write in your own words what may happen next.</p> <p>Bob wants some apples. They are at the top of the tree. What will Bob do?</p> <p><u>Climb the</u> <u>tree.</u></p>	<p>5-</p> <ol style="list-style-type: none"> 1. EDL Listen and Think, auditory readiness, TM, p. 3 (Predicting Outcomes: #14). 2. Random House Skilpacer (yellow) #7. 3. Scholastic Reaching Higher, Master 3-24. 4. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Read the sentences and write in your own words what may happen next.</p> <p>Bob wants some apples. They are at the top of the tree. What will Bob do?</p> <p><u>Climb the</u> <u>tree.</u></p> <p>_____</p>	<p>5- 1. EDL Listen and Think, auditory readiness, TM, p. 31. (Predicting Outcomes: #14). 2. Random House Skilpacer (yellow) #7. 3. Scholastic Reaching Higher, Master 3-24. 4. 5 skill sheets.</p>	<p>5-</p>

SKILL OBJECTIVE VII (6)	EXAMPLE	INSTRUCTION
<p>1- 07-08-01</p> <p>Selects from choices given on a worksheet which events happened in a short story read silently.</p>	<p>1- After reading a story, make an X in the box before the sentence that tells about something that happened in the story.</p>	<p>1- 1. 6 skill sheets</p>
<p>2- 07-08-02</p> <p>After reading a poem, selects the correct response by drawing conclusions.</p>	<p>2- Whistles I want to learn to whistle. I've always wanted to. I fix my mouth to do it, but The whistle won't come through</p> <p>I think perhaps it's stuck, and so I try it once again. Can people swallow whistles? Where is my whistle then? Dorothy Aldis</p> <p>Circle the best conclusion:</p> <p>a. I want to learn to whistle b. The whistle won't come through. c. I try it once again.</p>	<p>2- 1. 6 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>After reading a story, make an X in the box before the sentence that tells about something that happened in the story.</p>	<p>1-</p> <p>1. 6 skill sheets</p>	<p>1-</p> <p>1. Harper-Row From Far Away Places pages 44, 54, 89 from workbook.</p>
<p>2-</p> <p>Whistles</p> <p>I want to learn to whistle. I've always wanted to. I fix my mouth to do it, but The whistle won't come through</p> <p>I think perhaps it's stuck, and so I try it once again. Can people swallow whistles? Where is my whistle then? Dorothy Aldis</p> <p>Circle the best conclusion:</p> <p>a. I want to learn to whistle b. The whistle won't come through. c. I try it once again.</p>	<p>2-</p> <p>1. 6 skill sheets.</p>	<p>2-</p>

LEVEL VII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 07-08-03</p> <p>Selects words or phrases from a poem which illustrates the author's purpose.</p>	<p>3-</p> <p>Purpose: To show how hard it is to whistle.</p> <p>List words or phrases from the poem which show the author's purpose.</p>	<p>3-</p> <p>1. 5 skill sheets.</p>
<p>4- 07-08-04</p> <p>After reading a two or three paragraph story, selects the correct response by drawing conclusions.</p>	<p>4-</p> <p>Read and Do</p> <p>It was Saturday and the ground was covered with new white snow. Ted and Tom put on boots and played in the snow.</p> <p>They made a fine, big snowman. They put a carrot on for a nose and pebbles for buttons.</p> <p>Along came Mr. Migs with the mail. The boys laughed when Mr. Migs said, "Look at the first snow mailman."</p> <p>Draw a line under the words that tell what Mr. Migs put on the snowman.</p>	<p>4-</p> <p>1. 10 skill sheets</p>

his boots his cap
his mittens

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Purpose: To show how hard it is to whistle.</p> <p>List words or phrases from the poem which show the author's purpose.</p>	<p>3-</p> <p>1. 5 skill sheets.</p>	<p>3-</p>
<p>4-</p> <p>Read and Do</p> <p>It was Saturday and the ground was covered with new white snow. Ted and Tom put on boots and played in the snow.</p> <p>They made a fine, big snowman. They put a carrot on for a nose and pebbles for buttons.</p> <p>Along came Mr. Migs with the mail. The boys laughed when Mr. Migs said, "Look at the first snow mailman."</p> <p>Draw a line under the words that tell what Mr. Migs put on the snowman.</p>	<p>4-</p> <p>1. 10 skill sheets</p>	<p>4-</p> <p>1. Harper-Row <u>From Far Away Places</u> workbook page 66.</p>

his boots his cap
his mittens

LEVEL VII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 07-08-05</p> <p>After reading a poem, matches rhyming words when the rhyming elements are spelled differently i.e. sky, high.</p>	<p>5-</p> <p>Read Whistles IC VII 6, Verse 1. Choose the word which rhymes with the "through" in line 4:</p> <p>do so <u>to</u> but</p>	<p>5-</p> <p>1. 6 skill sheets</p>
<p>6- 07-08-06</p> <p>Selects the main idea of one paragraph by circling the best title when given three possibilities.</p>	<p>6-</p> <p>Read and do</p> <p>Bobby woke early. He was happy because it was the first day of school. He jumped out of bed. He dressed as fast as he could. Then he ran to the kitchen. He said, "Good morning" to his father, mother, and sister.</p> <p>Circle the best title;</p> <p>Pet Day at School <u>(The First Day of School)</u> Summer Fun</p>	<p>6-</p> <p>1. EDL <u>Listen and Think: C</u>, tape Lesson 2, (Identifying Main Idea). 2. Random House Skipacer (Yellow) #1. 3. Scholastic <u>Reaching Higher</u>, Master 3-25, Cards S-3-13, 4. 8 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Read Whistles IC VII 6, Verse 1. Choose the word which rhymes with the "through" in line 4:</p> <p>do so <u>to</u> but</p>	<p>5- 1. 6 skill sheets</p>	<p>5- 1. Roberts English Book A, pages 143-144.</p>
<p>6- Read and do</p> <p>Bobby woke early. He was happy because it was the first day of school. He jumped out of bed. He dressed as fast as he could. Then he ran to the kitchen. He said, "Good morning" to his father, mother, and sister.</p> <p>Circle the best title:</p> <p>Pet Day at School <u>The First Day of School</u> Summer Fun</p>	<p>6- 1. EDL <u>Listen and Think: C,</u> tape lesson 2, (Identifying Main Idea). 2. Random House Skilpacer (Yellow) #1. 3. Scholastic <u>Reaching Higher,</u> Master 3-25, Cards S-3-13, 17. 4. 8 skill sheets.</p>	<p>6-</p>

LEVEL VIII - Inferential Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 08-08-01</p> <p>Identifies cause and effect relationships in a selection.</p>	<p>1- After reading the paragraph, write in the space provided, why Mary cried.</p> <p>Mary cried because the children laughed at her. The children laughed at her because she fell off her chair.</p> <p><u>Because the children laughed at her.</u></p>	<p>1- 1. EDL Listen and Think, auditory readiness, TM, p.2 (Cause and Effect: #13). 2. Random House Skilpacer (red #8). 3. SRA Listening Skills Program Int. IIA, Cassette 9. 4. 8 skill sheets.</p>
<p>2- 08-08-02</p> <p>After reading an idiomatic expression in a story or poem, selects the word or phrase that means the same..</p>	<p>2- Mrs. Smith, Susan's mother, had gone shopping with several of her lady friends. Susan had slept late and was dressing for the beach when she saw her mother's note. Susan became very angry when she realized she would have to spend her Saturday afternoon "picking up the house."</p> <p>In this story, "picking up the house" means:</p> <ul style="list-style-type: none"> a. making the bed b. running around the house c. <u>cleaning the house of clutter</u> d. painting the house 	<p>2- 1. Random House Skilpacer (Yellow) #3. 2. Scholastic Reaching Higher, Master 3-27, Cards S-3-7,11 3. 8 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- After reading the paragraph, write in the space provided, why Mary cried.</p> <p>Mary cried because the children laughed at her. The children laughed at her because she fell off her chair.</p> <p><u>Because the children laughed at her.</u></p>	<p>1- 1. EDL Listen and Think, auditory readiness, TM, p.29 (Cause and Effect: #13). 2. Random House Skilpacer (red) #8. 3. SRA Listening Skills Program Int. IIA, Cassette 9. 4. 8 skill sheets.</p>	<p>1-</p>
<p>2- Mrs. Smith, Susan's mother, had gone shopping with several of her lady friends. Susan had slept late and was dressing for the beach when she saw her mother's note. Susan became very angry when she realized she would have to spend her Saturday afternoon "picking up the house."</p> <p>In this story, "picking up the house" means:</p> <ol style="list-style-type: none"> making the bed running around the house <u>cleaning the house of clutter</u> painting the house 	<p>2- 1. Random House Skilpacer (Yellow) #3. 2. Scholastic Reaching Higher, Master 3-27, Cards S-3-7,11. 3. 8 skill sheets.</p>	<p>2- 1. SRA IIC Brown, 4, 8 12 (part D).</p>

LEVEL VIII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 08-08-03</p> <p>After reading a story, selects the <u>best</u> conclusion from 4 responses when 2 or more responses could be correct.</p>	<p>3- Mark the best answer after reading the selection below.</p> <p>You can watch the sun going down in the evening. It only takes a few minutes to move out of sight. You see the shadows of trees, buildings, and people as the sun goes down. The shadows grow longer and longer. Slowly things become darker, and you cannot see the sun at all.</p> <p>From the story we can decide that:</p> <ol style="list-style-type: none"> 1. <u>It will soon be dark</u> 2. The animals are looking 3. I am going home 4. No one sees the sun go down. 	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (red #10. 2. Audio Reading Program Lab Level 4 Tape 10A, Progress book page 76. 3. 8 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Mark the best answer after reading the selection below.</p> <p>You can watch the sun going down in the evening. It only takes a few minutes to move out of sight. You see the shadows of trees, buildings, and people as the sun goes down. The shadows grow longer and longer. Slowly things become darker, and you cannot see the sun at all.</p> <p>From the story we can decide that:</p> <p>1. <u>It will soon be dark</u></p> <p>2. The animals are looking</p> <p>3. I am going home</p> <p>4. No one sees the sun go down.</p>	<p>3-</p> <ol style="list-style-type: none">1. Random House Skilpacer (red) #10.2. Audio Reading Program Lab Level 4 Tape 10A, Progress book page 76.3. 8 skill sheets.	<p>3-</p>

LEVEL IX - Inferential Comprehension

SKILL OBJECTIVE (9)	EXAMPLE	INSTRUCTION
<p>1- 09-08-01</p> <p>Identifies exaggerated phrases and sentences.</p>	<p>1- Put an X before those sentences which are exaggerations:</p> <p>_____ Please put this letter in the mail immediately</p> <p>X _____ Dorothy made the pie before I could say Jack Robinson.</p> <p>X _____ He ran the course in the twinkling of an eye.</p> <p>_____ We all want a picnic in the park.</p>	<p>1- 1. Scholastic Reaching Forward Master 4-25, Cards S-4-11, S-4-24. 2. 5 skill sheets.</p>
<p>2- 09-08-02</p> <p>Selects from choices, words or phrases that describe a character's reactions to a situation.</p>	<p>2- Read each paragraph. Circle the word below that tells how each person felt.</p> <p>"Don't cry Gretel. We will find our way home," Hansel told Gretel.</p> <p>Gretel was : <u>frightened</u></p> <p>glad</p> <p>mad</p>	<p>2- 1. EDL <u>Listen & Think</u>, auditory readiness TM. pages 33,34, (Sharing Feelings: #15.) 2. EDL <u>Listen & Think: C</u>, tape lesson #12 (sharing feeling) 3. EDL <u>Listen & Think: D</u>, tape lesson #12, (sharing feeling) 4. 6 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Put an X before those sentences which are exaggerations:</p> <p>_____ Please put this letter in the mail immediately</p> <p>X _____ Dorothy made the pie before I could say Jack Robinson.</p> <p>X _____ He ran the course in the twinkling of an eye.</p> <p>_____ We all want a picnic in the park.</p>	<p>1- 1. Scholastic Reaching Forward Master 4-25, Cards S-4-11, S-4-24.</p> <p>2. 5 skill sheets.</p>	<p>1-</p>
<p>2- Read each paragraph. Circle the word below that tells how each person felt.</p> <p>"Don't cry Gretel. We will find our way home," Hansel told Gretel.</p> <p>Gretel was : <u>frightened</u></p> <p>glad</p> <p>mad</p>	<p>2- 1. EDL <u>Listen & Think</u>, auditory readiness TM. pages 33,34, (Sharing Feelings: #15.)</p> <p>2. EDL <u>Listen & Think: C</u>, tape lesson #12 (sharing feelings)</p> <p>3. EDL <u>Listen & Think: D</u>, tape lesson #12, (sharing feelings)</p> <p>4. 6 skill sheets.</p>	<p>2-</p>

LEVEL IX - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 09-08-03</p> <p>After reading a 4 - 8 paragraph story, selects the correct response by drawing conclusions.</p>	<p>3-</p> <p>Little Wolf's father was an important man. He was the leader of the hunters. One day Little Wolf followed the hunters to the forest. When he grew tired, he sat under a tree near the river. He watched the men take the east trail deep into the woods. He would catch up with them soon. Suddenly Little Wolf heard a thud. He saw a young Indian boy in the river. The boy could not swim, and the swift rumbling water was carrying him away. Little Wolf jumped into the water. He pushed and pulled the younger boy to a big rock that stood in the water.</p> <p>Before Little Wolf jumped into the water he knew;</p> <p>a. the boy called for help b. <u>it was dangerous</u> c. he was afraid d. his father would be angry.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. <u>EDL Listen & Think:C</u>, tap Lesson #7 (predicting outcomes). 2. Random House Skilpacer (rec #10. 3. 7 skill sheets.
<p>4- 09-08-04</p> <p>Selects details from a selection that support a given conclusion.</p>	<p>4-</p> <p>Read a story. From a given conclusion select details to support the conclusion. <u>Jellyfish are dangerous to touch.</u></p> <ol style="list-style-type: none"> 1. (His hand stung where the jellyfish touched it,) 2. (He noted that experienced fishermen did not touch the jellyfish.) 	<p>4-</p> <ol style="list-style-type: none"> 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Little Wolf's father was an important man. He was the leader of the hunters. One day Little Wolf followed the hunters to the forest. When he grew tired, he sat under a tree near the river. He watched the men take the east trail deep into the woods. He would catch up with them soon. Suddenly Little Wolf heard a thud. He saw a young Indian boy in the river. The boy could not swim, and the swift rumbling water was carrying him away. Little Wolf jumped into the water. He pushed and pulled the younger boy to a big rock that stood in the water.</p> <p>Before Little Wolf jumped into the water he knew:</p> <ol style="list-style-type: none"> the boy called for help <u>it was dangerous</u> he was afraid his father would be angry. 	<p>3-</p> <ol style="list-style-type: none"> <u>EDL Listen & Think:C</u>, tape lesson #7 (predicting outcomes). Random House Skilpacer(red) #10. 7 skill sheets. 	<p>3-</p>
<p>4- Read a story. From a given conclusion select details to support the conclusion. <u>Jellyfish are dangerous to touch.</u></p> <ol style="list-style-type: none"> (His hand stung where the jellyfish touched it,) (He noted that experienced fishermen did not touch the jellyfish.) 	<p>4-</p> <ol style="list-style-type: none"> 5 skill sheets. 	<p>4-</p>

LEVEL IX - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 09-08-05</p> <p>Classifies advertiser- ments into given categories.</p>	<p>5-</p> <p>Read the phrases below. They are part of advertisement.</p> <p>Put an "A" before the phrases that appeal to adults and a "C" before the phrases that appear to children.</p> <p><u>A</u> This is the best car in- surance in the world.</p> <p><u>C</u> The hula hoop is found in any toy store.</p>	<p>5-</p> <p>1. 5 skill sheets.</p>
<p>6- 09-08-06</p> <p>Selects the word phrase, or sentence which tells the right mood of a story read silently.</p>	<p>6-</p> <p>After reading a story, under- line the right word that tells the mood.</p> <p>The story was: exciting</p> <p>scary</p> <p>happy</p>	<p>6-</p> <p>1. SRA Listening Skills Progra Int. Iib cassette 10.</p> <p>2. 6 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Read the phrases below. They are part of advertisement.</p> <p>Put an "A" before the phrases that appeal to adults and a "C" before the phrases that appear to children.</p> <p><u>A</u> This is the best car insurance in the world. <u>C</u> The hula hoop is found in any toy store.</p>	<p>5- 1. 5 skill sheets.</p>	<p>5-</p>
<p>6- After reading a story, underline the right word that tells the mood.</p> <p>The story was: exciting scary happy</p>	<p>6- 1. SRA Listening Skills Program Int. IIB cassette 10. 2. 6 skill sheets.</p>	<p>6-</p>

LEVEL IX - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 09-08-07</p> <p>Identifies cause and effect relationships in a poem.</p>	<p>7- Underline the correct ending for the poem.</p> <p style="text-align: center;">Ink Spot</p> <p>Ink Spot was a skunk, And a pet for Bill. He was lots of fun. He would not sit still.</p> <p>My, Ink Spot could run, And Ink Spot could blink, And Ink Spot could swing, And Ink Spot could wink.</p> <p>Why, Ink Spot would sing And not stop to rest! He had lots of pep, But was he a PEST!</p> <p>You know he could be As still as a fox, But he could jump as fast As a jack-in-the-box.</p> <p>So on Ink Spot's neck Bill hung a tin bell, So what Ink Spot did The bell's ring would tell.</p> <p>by Donald Rasmussen and Lynn Goldberg</p> <p>Ink Spot wore a bell because a. he was a good pet b. <u>he was a pest</u> c. <u>he could</u> sing, swing, blink d. he never stopped to rest</p>	<p>7- 1. SRA Listening Skills Progr Int. IIA cassette #9. 2. 7 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Underline the correct ending for the poem.</p> <p style="text-align: center;">Ink Spot</p> <p>Ink Spot was a skunk, And a pet for Bill. He was lots of fun. He would not sit still.</p> <p>My, Ink Spot could run, And Ink Spot could blink, And Ink Spot could swing, And Ink Spot could wink.</p> <p>Why, Ink Spot would sing And not stop to rest! He had lots of pep, But was he a PEST!</p> <p>You know he could be As still as a fox, But he could jump as fast As a jack-in-the-box.</p> <p>So on Ink Spot's neck Bill hung a tin bell, So what Ink Spot did The bell's ring would tell.</p> <p>by Donald Rasmussen and Lynn Goldberg</p> <p>Ink Spot wore a bell because</p> <ol style="list-style-type: none"> he was a good pet <u>he was a pest</u> he could sing, swing, blink he never stopped to rest 	<p>7- 1. SRA Listening Skills Program Int. IIA cassette #9.</p> <p>2. 7 skill sheets.</p>	<p>7-</p>

LEVEL IX Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>8-</p> <p>09-08-08</p> <p>Answers questions from a fictional selection when the answers are not directly stated in the text.</p>	<p>8-</p> <p>Read the following questions. Look for answers as you read the paragraph.</p> <ol style="list-style-type: none"> 1. What holiday is it? 2. What happened in Karen's school yesterday? <p>The smell of hot roast turkey drifted through Karen's bedroom. She woke up with a start thinking she was late for school. Then she remembered-- no school today or tomorrow! She thought of all the things she must do today before her cousins came. First there was her Pilgrim costume from yesterday's school play to put away. Then she wanted to help her mother make a special cranberry salad for dinner. Karen could hear her mother working in the kitchen as she jumped out of bed to get ready for the big day.</p>	<p>8-</p> <ol style="list-style-type: none"> 1. 5 skill sheets.

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
a en rect-	<p>8- Read the following questions. Look for answers as you read the paragraph.</p> <ol style="list-style-type: none"> 1. What holiday is it? 2. What happened in Karen's school yesterday? <p>The smell of hot roast turkey drifted through Karen's bedroom. She woke up with a start thinking she was late for school. Then she remembered-- no school today or tomorrow! She thought of all the things she must do today before her cousins came. First there was her Pilgrim costume from yesterday's school play to put away. Then she wanted to help her mother make a special cranberry salad for dinner. Karen could hear her mother working in the kitchen as she jumped out of bed to get ready for the big day.</p>	<p>8- 1. 5 skill sheets.</p>	<p>8-</p>

LEVEL IX - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>9- 09-08-09</p> <p>Writes the main idea of a paragraph.</p>	<p>9- Read a one paragraph story and write one main idea.</p>	<p>9-</p> <ol style="list-style-type: none"> 1. EDL Listen & Think :D, tape lesson #2, (Identifying Main Ideas). 2. Random House Skilpacer(blue) #2. 3. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>9- Read a one paragraph story and write one main idea.</p>	<p>9- 1. EDL <u>Listen & Think :D</u>, tape lesson #2, (Identifying Main Ideas). 2. Random House Skilpacer(blue) #2. 3. 6 skill sheets.</p>	<p>9-</p>

LEVEL X - Inferential Comprehension

SKILL OBJECTIVE (7)	EXAMPLE	INTRODUCTION
<p>1- 1G-08-01</p> <p>Selects words, sentences, or phrases that are relevant to a specific topic.</p>	<p>1- Mark the phrases that are about the topic.</p> <p>Topic: The first day of the school year.</p> <p><u>X</u> meeting old friends after a long vacation</p> <p><u> </u> students get their final report card for the year</p>	<p>1- 1. <u>EDL Listen and Think:C</u> tape Lesson 4, Summarizing. 2. Random House Skilpacer (red) #12, (blue #12). 3. Scholastic Reaching Forward, Master M -4-22, Cards S-4-10 4-23. 4. 5 skill sheets.</p>
<p>2- 10-08-02</p> <p>Identifies similes in a sentence from a list.</p>	<p>2- Simile-Comparison of two things using the words <u>like</u> or <u>as</u>. Underline the phrase that makes each sentence a simile!</p> <p>My hands are: <u> </u> smaller than hands <u> </u> <u>as warm as toast</u> <u> </u> very fat</p> <p>Tommy was so angry that: <u> </u> his face turned red <u> </u> he walked away <u> </u> <u>he roared like a lion</u></p>	<p>2- 1. Random House Skilpacer (yellow#3), (red #3). 2. 6 skill sheets.</p>

EXAMPLE	INTRODUCTION	SUPPLEMENTAL
<p>1-</p> <p>Mark the phrases that are about the topic.</p> <p>Topic: The first day of the school year.</p> <p><u> X </u> meeting old friends after a long vacation</p> <p><u> </u> students get their final report card for the year</p>	<p>1-</p> <ol style="list-style-type: none"> 1. <u>EDL Listen and Think:C</u> tape lesson 4, Summarizing. 2. Random House Skilpacer (red) #12, (blue #12). 3. <u>Scholastic Reaching Forward</u>, Master M -4-22, Cards S-4-10, 4-23. 4. 5 skill sheets. 	<p>1-</p>
<p>2-</p> <p>Simile-Comparison of two things using the words <u>like</u> or <u>as</u>.</p> <p><u>Underline</u> the phrase that makes each sentence a simile.</p> <p>My hands are:</p> <p><u> </u> smaller than hands</p> <p><u> </u> <u>as warm as toast</u></p> <p><u> </u> very fat</p> <p>Tommy was so angry that:</p> <p><u> </u> his face turned red</p> <p><u> </u> he walked away</p> <p><u> </u> <u>he roared like a lion</u></p>	<p>2-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (yellow#3), (red #3). 2. 6 skill sheets. 	<p>2-</p>

LEVEL X - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 10-08-03</p> <p>Reads a partial story and predicts an outcome. Uses evidence from the story to substantiate the outcome predicted.</p>	<p>3-</p> <p>Read the story. Then underline the best ending for the story.</p> <p>Rick put two more blocks on top of his block tower. The tower was not three feet high. <u>The tower started to sway back and forth. Slowly Rick put another block on top.</u></p> <p>a. <u>The tower fell down</u> b. <u>The tower got smaller</u> c. <u>Rick played with his airplane.</u></p> <p>Underline the sentence in the paragraph that supports your choice.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. EDL <u>Listen & Think: D</u> tape lesson #7. (Predicting outcomes). 2. Random House Skilpacers (re #7, (blue #7)). 3. 5 skill sheets.
<p>4- 10-08-04</p> <p>Identifies author's purpose as informative or entertaining and selects evidence to support that purpose.</p>	<p>4-</p> <p>After reading the story, answer the following:</p> <p>1. Underline why the story was written. <u>to entertain,</u> to give information</p> <p>2. Check a reason for the purpose you choose.</p> <p>_____ It is a story about how to sell caps. _____ It is a story about the kind of monkeys that live in trees. <u>X</u> _____ It is a make-believe story about monkeys who play a joke on a cap salesman.</p>	<p>4-</p> <ol style="list-style-type: none"> 1. EDL <u>Listen & Think: D</u> tape lesson #14, (Recognizing Speaker's purpose). 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Read the story. Then underline the best ending for the story.</p> <p>Rick put two more blocks on top of his block tower. The tower was not three feet high. <u>The tower started to sway back and forth. Slowly Rick put another block on top.</u></p> <p>a. <u>The tower fell down</u> b. The tower got smaller c. Rick played with his airplane.</p> <p>Underline the sentence in the paragraph that supports your choice.</p>	<p>3- 1. EDL <u>Listen & Think: D</u> tape lesson #7. (Predicting outcomes). 2. Random House Skilpacers (red #7, (blue #7)). 3. 5 skill sheets.</p>	<p>3-</p>
<p>4- After reading the story, answer the following:</p> <p>1. Underline why the story was written. <u>to entertain, to give information</u></p> <p>2. Check a reason for the purpose you choose.</p> <p>_____ It is a story about how to sell caps. _____ It is a story about the kind of monkeys that live in trees. <u>X</u> It is a make-believe story about monkeys who play a joke on a cap salesman.</p>	<p>4- 1. EDL <u>Listen & Think: D</u> tape lesson #14, (Recognizing Speaker's purpose). 2. 6 skill sheets.</p>	<p>4-</p>

LEVEL X - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 10-08-05</p> <p>Identifies cause and effect relationships by stating which is the cause and which is the effect.</p>	<p>5-</p> <p>After reading the paragraph tell <u>what</u> happened and <u>why</u> it happened.</p> <p>What: Jane fell downstairs.</p> <p>Why: She slipped on the rug at the top of the stairs.</p>	<p>5-</p> <ol style="list-style-type: none"> 1. EDL Listen & Think: C tape lesson #6, Cause & Effect. 2. SRA Listening Skills Program Int. IIB cassettes 8 & 9. 3. Random House Skilpacers (red #8), (blue #8). 4. Audio Reading Progress Lab Level 4 tape 108, Progress book page 80. 5. 5 skill sheets.
<p>6- 10-08-06</p> <p>After reading a poem, matches rhyming words when the rhyming elements are spelled differently, i.e. sky, high.</p>	<p>6-</p> <p>Once I reach a certain age, I guess I must decide What my place in life will be, So I'll be satisfied.</p> <p>l. line 4, "satisfied" is supposed to rhyme with:</p> <p>cried hide lied <u>decide</u></p>	<p>6-</p> <ol style="list-style-type: none"> 1. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- After reading the paragraph tell <u>what</u> happened and <u>why</u> it happened.</p> <p>What: Jane fell downstairs.</p> <p>Why: She slipped on the rug at the top of the stairs.</p>	<p>5-</p> <ol style="list-style-type: none"> 1. EDL Listen & Think: C tape lesson #6, Cause & Effect. 2. SRA Listening Skills Program Int. IIB cassettes 8 & 9. 3. Random House Skilpacers (red #8), (blue #8). 4. Audio Reading Progress Lab Level 4 tape 10B, Progress book page 80. 5. 5 skill sheets. 	<p>5-</p>
<p>6- Once I reach a certain age, I guess I must decide What my place in life will be, So I'll be satisfied.</p> <p>1. line 4, "satisfied" is supposed to rhyme with:</p> <p>cried hide lied <u>decide</u></p>	<p>6-</p> <ol style="list-style-type: none"> 1. 6 skill sheets. 	<p>6-</p> <ol style="list-style-type: none"> 1. Roberts English Book A pages 143, 144 2. Roberts English Book D pages 147, 148.

LEVEL X - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 10-08-07</p> <p>Reads a long story and selects from multiple choices, the main idea that is implied by the author.</p>	<p>7-</p> <p>Only about one fourth of the land in Mexico is really good for farming. The mountains with steep slopes make much of the land difficult to farm. Most of the tools, which the people must use for working the land, are awkward and slow. We can raise large crops in our country, because machines do most of the work and because much of the land is flat. Many areas in Mexico, which are now used for grazing cattle, could be used for farming if there were more rainfall.</p> <p>Mark an X on the sentence that correctly states the main idea.</p> <p>— The United States has large plains. — Mexico needs more rain, <u>X</u> Little farming is done in Mexico,</p>	<p>7-</p> <ol style="list-style-type: none"> 1. EDL Listen & Think: D tape Lesson 4, (Summarizing) 2. Random H0use Skilpacer (blue) #2. 3. Audio Reading Progress Level 4, Lab Tape 9B, Progress Book page 72. 4. 8 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Only about one fourth of the land in Mexico is really good for farming. The mountains with steep slopes make much of the land difficult to farm. Most of the tools, which the people must use for working the land, are awkward and slow. We can raise large crops in our country, because machines do most of the work and because much of the land is flat. Many areas in Mexico, which are now used for grazing cattle, could be used for farming if there were more rainfall.</p> <p>Mark an X on the sentence that correctly states the main idea.</p> <p>— The United States has large plains.</p> <p>— Mexico needs more rain.</p> <p><u>X</u> Little farming is done in Mexico.</p>	<p>7- 1. EDL Listen & Think: D tape Lesson 4, (Summarizing).</p> <p>2. Random H0use Skilpacer (blue) #2.</p> <p>3. Audio Reading Progress Level 4, Lab Tape 9B, Progress Book page 72.</p> <p>4. 8 skill sheets.</p>	<p>7-</p>

LEVEL XI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>1- 11-08-01</p> <p>States the author's main purpose and selects evidence to support that purpose.</p>	<p>1- After reading the story, put an X on the line beside the author's purpose.</p> <p>_____ to make you like astronauts. _____ to help you learn about astronauts.</p> <p>List four phrases from the story that support the purpose.</p> <p>1. _____ 2. _____ 3. _____ 4. _____</p>	<p>1- 1. EDL Listen & Think: C tape Lesson #14, (Purpose). 2. Random House Skilpacer (blue) #1. 3. Audio Reading Progress Lab Level 5, Tape 10B Progress book page 80. 4. 5 skill sheets.</p>
<p>2- 11-08-02</p> <p>Reads a given selection and writes a conclusion based on the information.</p>	<p>2- Read this paragraph;</p> <p>John laid an egg on the shelf. The egg rolled off the kitchen shelf. It fell on the floor and broke.</p> <p>What can you conclude about John? or What can you conclude about the situation?</p>	<p>2- 1. SRA Listening Skills Program Int. IIA cassette #11. 2. Scholastic Reaching Ahead Master 5-17, Card S-5-3. 3. Scholastic Reaching Ahead, Master 5-19, Card S-5-19. 4. Scholastic Reaching Beyond, Master 6-18, Card S-6-2. 5. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- After reading the story, put an X on the line beside the author's purpose.</p> <p>_____ to make you like astronauts.</p> <p>_____ to help you learn about astronauts.</p> <p>List four phrases from the story that support the purpose.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>1- 1. <u>EDL Listen & Think: C</u> tape Lesson #14, (Purpose).</p> <p>2. Random House Skilpacer (blue) #1.</p> <p>3. Audio Reading Progress Lab Level 5, Tape 10B Progress book page 80.</p> <p>4. 5 skill sheets.</p>	<p>1-</p>
<p>2- Read this paragraph:</p> <p>John laid an egg on the shelf. The egg rolled off the kitchen shelf. It fell on the floor and broke.</p> <p>What can you conclude about John? or</p> <p>What can you conclude about the situation?</p>	<p>2- 1. SRA Listening Skills Program Int. IIA cassette #11.</p> <p>f. 2. <u>Scholastic Reaching Ahead</u> Master 5-17, Card S-5-3.</p> <p>3. <u>Scholastic Reaching Ahead</u>, Master 5-19, Card S-5-19.</p> <p>4. <u>Scholastic Reaching Beyond</u>, Master 6-18, Card S-6-2.</p> <p>5. 5 skill sheets.</p>	<p>2-</p>

LEVEL XI - Interferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 11-08-03</p> <p>After reading a poem, selects the correct response by drawing abstract conclusions.</p>	<p>3-</p> <p><u>Fog</u> The fog comes on little cat feet. It sits looking over harbor and city on silent haunches and then, moves on. Carl Sandburg</p> <p>Fog comes in silently be- cause:</p> <p>a. the wind blows it b. it is too high to be heard c. <u>mist has no sound</u> d. it deadens sounds of the city.</p>	<p>3-</p> <p>1. 6 skill sheets.</p>
<p>4- 11-08-04</p> <p>After reading a story, selects the <u>best</u> con- clusion from four responses when two or more responses could be correct.</p>	<p>4-</p> <p>A driver stood by his de- livery truck, looking at the blowout on his front wheel. Then he gazed up and down the straight, flat strip of road. He hoped to see another car that he could send for help. Nobody was in sight, so with a sigh he said, "I shall have to put on that spare tire myself. And it's my own fault. I knew that tire needed to be changed." The spare tire wheel was fastened firmly to the side of the truck. The truck driver spent twenty minutes jerking and pounding before he got it loose.</p>	<p>4-</p> <p>1. Random House Skilpacer (red) #11. 2. SRA Listening Skills Program Int. IIA, cassette #11. 3. Audio Reading Progress Lab Level 5 Tape 9A, Reading Progress Book p. 68. 4. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- <u>Fog</u> The fog comes on little cat feet. It sits looking over harbor and city on silent haunches and then, moves on. Carl Sandburg</p> <p>Fog comes in silently be- cause:</p> <p>a. the wind blows it b. it is too high to be heard c. <u>mist has no sound</u> d. it deadens sounds of the city.</p>	<p>3- 1. 6 skill sheets.</p>	<p>3-</p>
<p>4- A driver stood by his de- livery truck, looking at the blowout on his front wheel. Then he gazed up and down the straight, flat strip of road. He hoped to see another car that he could send for help. Nobody was in sight, so with a sigh he said, "I shall have to put on that spare tire myself. And it's my own fault. I knew that tire needed to be changed." The spare tire wheel was fastened firmly to the side of the truck. The truck driver spent twenty minutes jerking and pounding before he got it loose.</p>	<p>4- 1. Random House Skilpacer (red) #11. 2. SRA Listening Skills Program, Int. IIA, cassette #11. 3. Audio Reading Progress Lab Level 5 Tape 9A, Reading Progress Book p. 68. 4. 5 skill sheets.</p>	<p>4-</p>

LEVEL XI Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
4 continued	<p>4- continued</p> <p>The hot sun shone down on him, and drifting sand made his eyes sting. But finally the spare wheel was on the truck.</p> <p>As he tossed the old wheel onto the back of the truck, he said, "I'd give a great deal to rest under the broad branches of a shade tree."</p> <p>The best conclusion for this story is:</p> <p>The driver took time out for a rest.</p> <p>The driver was late, so he continued on his way.</p> <p>There was no tree under which he could rest.</p> <p><u>The man was careless about taking care of his truck.</u></p>	4- continued

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>4- continued</p> <p>The hot sun shone down on him, and drifting sand made his eyes sting. But finally the spare wheel was on the truck.</p> <p>As he tossed the old wheel onto the back of the truck, he said, "I'd give a great deal to rest under the broad branches of a shade tree."</p> <p>The best conclusion for this story is:</p> <p>The driver took time out for a rest.</p> <p>The driver was late, so he continued on his way.</p> <p>There was no tree under which he could rest.</p> <p><u>The man was careless about taking care of his truck.</u></p>	<p>4- continued</p>	<p>4- continued</p>

LEVEL XII- Inferential Comprehension

SKILL OBJECTIVE (8)	EXAMPLE	INSTRUCTION
<p>1- 12-08-01</p> <p>Reads a story and selects sentences that best describe the plot.</p>	<p>1- After you read the story put an X in front of the sentence that best describes the plot.</p> <p>The Gray Marauder p. 14</p> <p>Two colts went wandering alone. They had several adventures and saw a wolf, then they went back to the herd.</p> <p>Two colts ran away from the herd. They explored a gully and got lost. They were finally found by War Paint's mother.</p> <p>X Two colts went exploring alone. They were attacked by a large gray wolf and were finally rescued by War Paint's mother.</p>	<p>1- 1. Random House Skilpacer (blue) #1. 2. 6 skill sheets.</p>
<p>2- 12-08-02</p> <p>Selects statements from a given selection which substantiates conclusions.</p>	<p>2- Read the story and then write some words to support the conclusion below.</p> <p>Ice Hockey is a rough game.</p> <p>_____</p> <p>_____</p>	<p>2- 1. Audio Reading Progress Lab LEVEL 5 Tape 9A, Progress Book page 68. 2. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>After you read the story put an X in front of the sentence that best describes the plot.</p> <p>The Gray Marauder p. 14</p> <p>Two colts went wandering alone. They had several adventures and saw a wolf, then they went back to the herd.</p> <p>Two colts ran away from the herd. They explored a gully and got lost. They were finally found by War Paint's mother.</p> <p>X Two colts went exploring alone. They were attacked by a large gray wolf and were finally rescued by War Paint's mother.</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (blue) #1. 2. 6 skill sheets. 	<p>1-</p>
<p>2-</p> <p>Read the story and then write some words to support the conclusion below.</p> <p>Ice Hockey is a rough game.</p> <p>_____</p> <p>_____</p>	<p>2-</p> <ol style="list-style-type: none"> 1. Audio Reading Progress Lab LEVEL 5 Tape 9A, Progress Book page 68. 2. 5 skill sheets. 	<p>2-</p>

LEVEL XII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 12-08-03</p> <p>Selects words or phrases that describe traits of specific characters.</p>	<p>3-</p> <p>Read the story, "The Farmer Astronomer" in Open Highways. Circle the words or phrases that describe Clyde's traits.</p> <p>curious very interesting bored observant lazy ambitious terribly care- less</p>	<p>3-</p> <ol style="list-style-type: none"> 1. EDL Listen & Think:C, tape lesson 10, (Understanding Character). 2. EDL Listen & Think:D tape lesson #10. (Understanding Character). 3. Random House Skilpacers (red #15), (blue#15) 4. Audio Reading Progress Lab, Level 4, tape 9A, Progress Book page 68, and LEVEL 5, tape 9B, Progress book 72. 5. 6 skill sheets.
<p>4- 12-08-04</p> <p>Identifies and constructs similies.</p>	<p>4-</p> <p>Check the phrase that makes each statement end with a simile.</p> <p>Inside the house it's :</p> <p>_____ nice and warm _____ X as dark as night _____ all burned out</p> <p>Write a simile to complete this sentence.</p> <p>A mouse is <u>as quick as a flash,</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (red #3. 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Read the story, "The Farmer Astronomer" in <u>Open Highways</u>. Circle the words or phrases that describe Clyde's traits.</p> <p>curious very interesting bored observant lazy ambitious terribly care- less</p>	<p>3- 1. <u>EDL Listen & Think:C</u>, tape lesson 10, (Understanding Character). 2. <u>EDL Listen & Think:D</u> tape lesson #10. (Understanding Character). 3. Random House Skilpacers (red #15), (blue#15) 4. Audio Reading Progress Lab, Level 4, tape 9A, Progress Book page 68, and LEVEL 5, tape 9B, Progress book 72. 5. 6 skill sheets.</p>	<p>3-</p>
<p>4- Check the phrase that makes each statement end with a simile. Inside the house it's : _____ nice and warm _____ X as dark as night _____ all burned out</p> <p>Write a simile to complete this sentence.</p> <p>A mouse is <u>as quick as a flash</u>,</p>	<p>4- 1. Random House Skilpacer (red) #3. 2. 6 skill sheets.</p>	<p>4- 1. Harper-Row <u>Crossroads</u> workbook pages 98, 101, 107.</p>

LEVEL XII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 12-08-05</p> <p>Selects words, phrases or sentences that are relevant to a specific topic.</p>	<p>5- After reading a story about an alligator hunt, check the words and phrases which suggest the hunt is dangerous.</p> <p><u>✓</u> very bushy</p> <p><u>✓</u> lots of mud</p> <p><u> </u> dry land</p> <p>/</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Audio Reading Progress Lab Level 5 tape 6B, Progress book page 48. 2. Scholastic Reaching Ahead Master 5-20, Cards S-5-5, S-5-23. 3. Scholastic Reaching Beyond Master 6-19, cards S-6-23, S-6-3, S-6-5. 4. 5 skill sheets.
<p>6- 12-08-06</p> <p>Determines which given statements are fact and which are opinion.</p>	<p>6- On the line before each sentence, write <u>Fact</u> or <u>Opinion</u> to describe the statement.</p> <p><u> 0 </u> 1. My sister is much prettier than I.</p> <p><u> F </u> 2. The Gettysburg Address was delivered by Abraham Lincoln.</p>	<p>6-</p> <ol style="list-style-type: none"> 1. EDL Listen & Think: C tape Lesson #15, (Fact & Opinion) 2. EDL Listen & Think: D tape Lesson #15, (Fact & Opinion) 3. SRA Listening Skills Program Int. IIA, cassette 12. 4. SRA Listening Skills Program Int. IIB, cassette 11. 5. Random House Skilpacer (Yellow) #12. 6. Audio Reading Progress Lab Level 5, tape 11B, Progress Book page 88. 7. Scholastic Reaching Forward master 4-24. 8. Scholastic Reaching Ahead, master 5-22. 9. Scholastic Reaching Beyond master 6-21. 10. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- After reading a story about an alligator hunt, check the words and phrases which suggest the hunt is dangerous.</p> <p>✓ very bushy</p> <p>✓ lots of mud</p> <p>_____ dry land</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Audio Reading Progress Lab Level 5 tape 6B, Progress book page 48. 2. Scholastic <u>Reaching Ahead</u> Master 5-20, Cards S-5-5, S-5-23. 3. Scholastic <u>Reaching Beyond</u> Master 6-19, cards S-6-23, S-6-3, S-6-5. 4. 5 skill sheets. 	<p>5-</p>
<p>6- On the line before each sentence, write <u>Fact</u> or <u>Opinion</u> to describe the statement.</p> <p><u> O </u> 1. My sister is much prettier than I.</p> <p><u> F </u> 2. The Gettysburg Address was delivered by Abraham Lincoln.</p>	<p>6-</p> <ol style="list-style-type: none"> 1. EDL Listen & Think: C tape Lesson #15, (Fact & Opinion) 2. EDL Listen & Think: D tape Lesson #15, (Fact & Opinion) 3. SRA Listening Skills Program Int. IIA, cassette 12. 4. SRA Listening Skills Program Int. IIB, cassette 11. 5. Random House Skillpacer (Yellow) #12. 6. Audio Reading Progress Lab, Level 5, tape 11B, Progress Book page 88. 7. Scholastic <u>Reaching Forward</u>, master 4-24. 8. Scholastic <u>Reaching Ahead</u>, master 5-22. 9. Scholastic <u>Reaching Beyond</u>, master 6-21. 10. 5 skill sheets. 	<p>6-</p>

LEVEL XII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 12-08-07</p> <p>Selects the meaning of a specific phrase when the meaning is inferred but not stated in the selection.</p>	<p>7- Underline the correct response</p> <p>Ann went to the dentist, as many children must. She trembled a little, but he said funny things. He was done <u>in a twink</u>, and she felt much better.</p> <p>The underlined phrase means:</p> <p>at a point <u>in a hurry</u> on a shelf</p>	<p>7-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program Int. Iib, cassette 12. 2. 5 skill sheets.
<p>8- 12-08-08</p> <p>Identifies cause and effect relationships in a poem.</p>	<p>8- Underline the correct response.</p> <p><u>Motor Cars</u></p> <p>From a <u>city window</u>, 'way up high, I like to watch the cars go by. They look like burnished beetles black, That leave a little muddy track Behind them as they slowly crawl. Sometimes they do not move at all But huddle close with hum and drone As though they feared to be alone. They grope their way through fog and night With the golden feelers of their light.</p>	<p>8-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program Int Iib, cassettes 8-9. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Underline the correct response.</p> <p>Ann went to the dentist, as many children must. She trembled a little, but he said funny things. He was done <u>in a twink</u>, and she felt much better.</p> <p>The underlined phrase means:</p> <p><u>at a point</u> <u>in a hurry</u> <u>on a shelf</u></p>	<p>7-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program, Int. Iib, cassette 12. 2. 5 skill sheets. 	<p>7-</p>
<p>8- Underline the correct response.</p> <p><u>Motor Cars</u></p> <p>From a <u>city window</u>, 'way up high, I like to watch the cars go by. They look like burnished beetles black, That leave a little muddy track Behind them as they slowly crawl. Sometimes they do not move at all But huddle close with hum and drone As though they feared to be alone. They grope their way through fog and night With the golden feelers of their light.</p>	<p>8-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program, Int Iib, cassettes 8-9. 2. 5 skill sheets. 	<p>8-</p>

LEVEL XII Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>8-continued</p> <p>12-08-08</p>	<p>8-continued</p> <p>The cars looked like beetles because:</p> <p>they had four wheels</p> <p>they were all black cars</p> <p><u>the cars were far away</u></p>	

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>8-continued</p> <p>The cars looked like beetles because:</p> <p>they had four wheels</p> <p>they were all black cars</p> <p><u>the cars were far away</u></p>		

LEVEL XIII - Inferential Comprehension

SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
<p>1- 13-08-01</p> <p>Identifies and writes the mood of a selection.</p>	<p>1- Read the following story . . . What is the mood of this selection?</p> <p>_____</p>	<p>1- 1. SRA Listening Skills Prog Int. IIB, cassette 10. 2. Audio Reading Progress La Level 5 tape IIA, Progress Book page 84. 3. 5 skill sheets.</p>
<p>2- 13-08-02</p> <p>Predicts the content of a selection from the introduction.</p>	<p>2- Read an introductory paragraph to an article then predict the content of the rest of the article. Write your prediction on the line following the paragraph.</p>	<p>2- 1. Random House Skilpacer (blue) #7. 2. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read the following story . . . What is the mood of this selection? _____	1- 1. SRA Listening Skills Program Int. IIB, cassette 10. 2. Audio Reading Progress Lab Level 5 tape IIA, Progress Book page 84. 3. 5 skill sheets.	1-
2- Read an introductory paragraph to an article then predict the content of the rest of the article. Write your prediction on the line follow- ing the paragraph.	2- 1. Random House Skilpacer (blue) #7. 2. 5 skill sheets.	2-

LEVEL XIII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 13-08-03</p> <p>Identifies six kinds of propaganda techniques.</p> <p>a. bad names b. glad names c. testimonials d. plain folks e. band wagon f. card stacking</p>	<p>3-</p> <p>Write the number of the type of propaganda used in front of the sentences.</p> <p>1. bad names 4. band wagon 2. glad names 5. plain folks 3. testimonials 6. card stacking</p> <p>3 Suzy Smith says "Don't be fooled by cheap imitations. Do what I do and use Sweets, the family mouthwash."</p> <p>4 Join the millions of Americans who have found the refreshing wake up qualities of California orange juice.</p>	<p>3-</p> <p>1. Wff n' Proof "The Propaganda Game". 2. 13 skill sheets.</p>
<p>4- 13-08-04</p> <p>Guess the author's purpose and gives evidence to support it.</p>	<p>4-</p> <p>Read the following story . . . Write the author's purpose and list 4 phrases or sentences from the story to support your answer.</p> <p>Author's purpose: <u>To show that raising gerbils is fun and educational but it also takes work.</u></p> <p>1. Make sure gerbils have enough to eat and drink. 2. Fun to watch. 3. Born with their eyes shut. 4. In 3 months they are fully grown.</p>	<p>4-</p> <p>1. Audio Reading Progress Lab LEVEL 5, tape 10B, Progress book page 80. 2. 5 skill sheets.</p>

1 Comprehension

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Write the number of the type of propaganda used in front of the sentences.</p> <p>1. bad names 4. band wagon 2. glad names 5. plain folks 3. testimonials 6. card stacking</p> <p>3 Suzy Smith says "Don't be fooled by cheap imitations. Do what I do and use Sweets, the family mouthwash."</p> <p>4 Join the millions of Americans who have found the refreshing wake up qualities of California orange juice.</p>	<p>3-</p> <p>1. Wff n' Proof "The Propaganda Game". 2. 13 skill sheets.</p>	<p>3-</p>
<p>4-</p> <p>Read the following story . . . Write the author's purpose and list 4 phrases or sentences from the story to support your answer.</p> <p>Author's purpose: <u>To show that raising gerbils is fun and educational but it also takes work.</u></p> <p>1. Make sure gerbils have enough to eat and drink. 2. Fun to watch. 3. Born with their eyes shut. 4. In 3 months they are fully grown.</p>	<p>4-</p> <p>1. Audio Reading Progress Lab LEVEL 5, tape 10B, Progress book page 80. 2. 5 skill sheets.</p>	<p>4-</p>

LEVEL XIII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 13-08-05</p> <p>Answers questions for a selection when the answers are not stated in the text.</p>	<p>5- Read the story <u>Gold Miners in California</u> and answer the following questions:</p> <p>Most miners had previous mining experience? yes or no</p> <p>A well equipped miner would have the following equipment:</p> <p>saw hammer gold pan</p> <p>axe pick</p>	<p>5- 1. SRA Listening Skills Program Int. IIb, cassette 12.</p> <p>2. Audio Reading Progress Lab LEVEL 5, tape 9A, Progress book page 68.</p> <p>3. 5 skill sheets.</p>
<p>6- 13-08-06</p> <p>After reading idiomatic expression in a story or poem, selects the word or phrase that means the same.</p>	<p>6- Mrs. Smith, Susan's mother, had gone shopping with several of her lady friends. Susan had slept late and was dressing for the beach when she saw her mother's note. Susan became very angry when she realized she would have to spend her Saturday afternoon "picking up the house."</p> <p>In this story, "picking up the house" means:</p> <p>a. <u>Cleaning the house of clutter</u></p> <p>b. running around the house</p> <p>c. painting the house</p> <p>d. making the bed</p>	<p>6- 1. Scholastic Reading Ahead, Master 5-23, cards S-5-18, S-5-11, S-5-12.</p> <p>2. Scholastic Reading Beyond Master 6-22, cards S-6-18, S-6-11, S-6-12.</p> <p>3. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Read the story <u>Gold Miners in California</u> and answer the following questions:</p> <p>Most miners had previous mining experience? yes or no</p> <p>A well equipped miner would have the following equipment:</p> <p>saw hammer gold pan</p> <p>axe pick</p>	<p>5- 1. SRA Listening Skills Program Int. IIB, cassette 12.</p> <p>2. Audio Reading Progress Lab LEVEL 5, tape 9A, Progress book page 68.</p> <p>3. 5 skill sheets.</p>	<p>5-</p>
<p>6- Mrs. Smith, Susan's mother, had gone shopping with several of her lady friends. Susan had slept late and was dressing for the beach when she saw her mother's note. Susan became very angry when she realized she would have to spend her Saturday afternoon "picking up the house."</p> <p>In this story, "picking up the house" means:</p> <p>a. <u>Cleaning the house of clutter</u></p> <p>b. running around the house</p> <p>c. painting the house</p> <p>d. making the bed</p>	<p>6- 1. Scholastic Reaching Ahead, Master 5-23, cards S-5-18, S-5-11, S-5-12.</p> <p>2. Scholastic Reaching Beyond, Master 6-22, cards S-6-18, S-6-11, S-6-12.</p> <p>3. 5 skill sheets.</p>	<p>6- 1. SRA IIC Green, 4, 8, 12 (part D).</p> <p>2. SRA IIC Red, 4, 8, 12, (part D).</p>

LEVEL XIV - Inferential Comprehension

SKILL OBJECTIVE (7)	EXAMPLE	INSTRUCTION
<p>1- 14-08-01</p> <p>Identifies a metaphor in a selection.</p>	<p>1- Place a check beside each sentence that contains a metaphor.</p> <p><u> X </u> He has a very cutting tongue.</p> <p><u> </u> He climbed that mountain like a billy goat.</p>	<p>1- 1. Random House Skilpacer (red) #3. 2. 6 skill sheets.</p>
<p>2- 14-08-02</p> <p>Identifies cause and effect relationships in selections in which either the cause or the effect is implied rather than stated.</p>	<p>2- A cause or effect is stated after each article. Fill in the cause and effect.</p> <p>Ladies and gentlemen, due to condition beyond our control all flights scheduled to land at San Francisco Airport will be rerouted to land at Fresno Air Terminal until the visibility improves.</p> <p><u>cause:</u> The fog at the San Francisco Airport.</p> <p><u>effect:</u> The flight will land at the Fresno Air Terminal.</p>	<p>2- 1. EDL <u>Listen & Think:D</u> tape lesson #6, Recognizing Cause and Effect. 2. Random House Skilpacer (blue) #8. 3. SRA Listening Skills Program Int. IIB, cassettes 8,9. 4. Audio Reading Progress Lab Level 5, tape 8B, Progress Book page 64. 5. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>Place a check beside each sentence that contains a metaphor.</p> <p><u> X </u> He has a very cutting tongue.</p> <p><u> </u> He climbed that mountain like a billy goat.</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (red) #3. 2. 6 skill sheets. 	<p>1-</p>
<p>2-</p> <p>A cause or effect is stated after each article. Fill in the cause and effect.</p> <p>Ladies and gentlemen, due to condition beyond our control all flights scheduled to land at San Francisco Airport will be rerouted to land at Fresno Air Terminal until the visibility improves.</p> <p><u>cause:</u> The fog at the San Francisco Airport.</p> <p><u>effect:</u> The flight will land at the Fresno Air Terminal.</p>	<p>2-</p> <ol style="list-style-type: none"> 1. EDL <u>Listen & Think:D</u> tape lesson #6, Recognizing Cause and Effect. 2. Random House Skilpacer (blue) #8. 3. SRA Listening Skills Program Int. IIB, cassettes 8,9. 4. Audio Reading Progress Lab Level 5, tape 8B, Progress Book page 64. 5. 5 skill sheets. 	<p>2-</p>

LEVEL XIV - Inferential Comorehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 14-08-03</p> <p>Selects words used by author to convey a specific mood in a story or poem.</p>	<p>3-</p> <p>Circle the words in the sentence below which help express the mood the author is trying to present.</p> <p>Harry <u>stumbled</u> toward home in the rain, <u>dragging</u> his injured leg.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program Int. IIB, cassette #10. 2. Audio Reading Progress Lab Level 5, tape IIA, Progress Book page 84. 3. 6 skill sheets.
<p>4- 14-08-04</p> <p>Determines the emotional reaction of a character in a particular situation.</p>	<p>4-</p> <p>Read the selection then circle the word that best tells how Tom felt.</p> <p>"It is the cutest puppy in the whole world," shouted Tom when he saw the little black dog his parents had given him for Christmas.</p> <p>a. angry c. <u>thrilled</u> b. unhappy d. flustered</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (blue) #15. 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>Circle the words in the sentence below which help express the mood the author is trying to present.</p> <p>Harry <u>stumbled</u> toward home in the rain, <u>dragging</u> his injured leg.</p>	<p>3-</p> <ol style="list-style-type: none">1. SRA Listening Skills Program Int. IIB, cassette #10.2. Audio Reading Progress Lab Level 5, tape IIA, Progress Book page 84.3. 6 skill sheets.	<p>3-</p>
<p>4-</p> <p>Read the selection then circle the word that best tells how Tom felt.</p> <p>"It is the cutest puppy in the whole world," shouted Tom when he saw the little black dog his parents had given him for Christmas.</p> <p>a. angry c. <u>thrilled</u> b. unhappy d. flustered</p>	<p>4-</p> <ol style="list-style-type: none">1. Random House Skilpacer (blue) #15.2. 6 skill sheets.	<p>4-</p>

LEVEL XIV - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 14-08-05</p> <p>After reading a selection involving the use of propaganda identifies the propaganda technique and purpose:</p> <p>Types:</p> <p>glad names band wagon bad names card stacking testimonial plain folk</p>	<p>5-</p> <p>Identify the propaganda technique used in the selection and the purpose of it.</p> <p>Attention all Homemakers who want a beaming family. Gourmet Foods presents the tastiest Mexican Casserole. All you do is cook the meat, add the delicious prepared sauce, and pop it into the oven. Then sit back and collect the glowing praises.</p> <p>1. What is the author's purpose? <u>To sell the Mexican Casserole.</u></p> <p>2. Circle the propaganda technique used by the author. bad names <u>testimonial</u> band wagon <u>glad names</u> plain folk <u>card stacking</u></p> <p>3. How does this selection affect you? <u>I would try the new casserole.</u></p>	<p>5-</p> <p>1. Wff 'n Proof " The Propaganda Game". 2. 6 skill sheets.</p>
<p>6- 14-08-06</p> <p>Identifies and states the bias of an author in a given selection.</p>	<p>6-</p> <p>Identify and state the bias of the author of the selection</p> <p>I do not believe there should be any rules about the clothes I wear to school. Adults wear many different types of clothing. Students should be allowed to dress as they please and wear their hair the way they wish.</p>	<p>6-</p> <p>1. 6 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5-</p> <p>Identify the propaganda technique used in the selection and the purpose of it.</p> <p>Attention all Homemakers who want a beaming family, Gourmet Foods presents the tastiest Mexican Casserole. All you do is cook the meat, add the delicious prepared sauce, and pop it into the oven. Then sit back and collect the glowing praises.</p> <p>1. What is the author's purpose? To sell the Mexican Casserole.</p> <p>2. Circle the propaganda technique used by the author. bad names <u>testimonial</u> band wagon <u>glad names</u> plain folk <u>card stacking</u></p> <p>3. How does this selection affect you? <u>I would try the new casserole.</u></p>	<p>5-</p> <p>1. Wff 'n Proof " The Propoganda Game". 2. 6 skill sheets.</p>	<p>5-</p>
<p>6-</p> <p>Identify and state the bias of the author of the selection</p> <p>I do not believe there should be any rules about the clothes I wear to school. Adults wear many different types of clothing. Students should be allowed to dress as they please and wear their hair the way they wish.</p>	<p>6-</p> <p>1. 6 skill sheets.</p>	<p>6-</p> <p>1. Harper-Row <u>Seven Seas</u> workbook p. 124.</p>

LEVEL XIV Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>6- continued 14-08-06</p>	<p>6-continued</p> <p>What is the bias of the author? <u>It sounds as though the author is a student who wants to dress the way he wishes.</u></p>	<p>6-continued</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>6-continued</p> <p>What is the bias of the author? <u>It sounds as though the author is a student who wants to dress the way he wishes.</u></p>	<p>6-continued</p>	<p>6-continued</p>

LEVEL XIV - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 14-08-07</p> <p>Writes information from a story to support a given conclusion.</p>	<p>7- Read this article</p> <p>Mrs. Brown was surprised by the number of headaches she had at work. She noticed that she had a headache every time she went near Suzy Black. Suzy wore a strong perfume. The perfume gave Mrs. Brown a headache. She asked Suzy to change her perfume at work. Suzy stopped using the perfume at work and Mrs. Brown did not have anymore headaches.</p> <p><u>CONCLUSION</u> Suzy liked Mrs. Brown and wanted to continue working for her.</p> <p>Write in your own words information from the story that supports this conclusion.</p> <p><u>Suzy stopped using the perfume at work.</u></p>	<p>7-</p> <ol style="list-style-type: none"> 1. Audio Reading Progress Lab Level 5, tape 6B, Progress book page 48. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- Read this article</p> <p>Mrs. Brown was surprised by the number of headaches she had at work. She noticed that she had a headache every time she went near Suzy Black. Suzy wore a strong perfume. The perfume gave Mrs. Brown a headache. She asked Suzy to change her perfume at work. Suzy stopped using the perfume at work and Mrs. Brown did not have anymore headaches.</p> <p><u>CONCLUSION</u> Suzy liked Mrs. Brown and wanted to continue working for her.</p> <p>Write in your own words information from the story that supports this conclusion.</p> <p><u>Suzy stopped using the perfume at work.</u></p>	<p>7- 1. Audio Reading Progress Lab Level 5, tape 6B, Progress book page 48. 2. 5 skill sheets.</p>	<p>7-</p>

LEVEL XV - Inferential Comprehension

SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
<p>1- 15-08-01</p> <p>Classifies advertisement according to type of propaganda and gives evidence to support the classification.</p> <p>Types:</p> <ul style="list-style-type: none"> glad names bad names testimonial band wagon card stacking plain folk 	<p>1- Read the following advertisements and answer the question.</p> <p>Mark Spitz, U.S. Olympic swimmer, speaks out: The goals of most athletes I know are to make the 1968 Olympic team, and to win a gold medal for the U.S.A. (Mark, described as the "most versatile swimmer in the world today," won 5 gold medals in the Pan American Games last summer!) The basic elements of physical fitness are the same for everyone: Plenty of rest, exercise, and well-balanced meals. Skipping important foods throws your diet off balance and can result in poor physical condition. That's one reason I try to have milk with every meal. (taken from American Dairy Assoc.)</p> <p>Classify the advertisement above according to type of propaganda.</p> <p><u>Testimonial</u></p> <p>Explain why you classified the advertisement as you did. _____</p> <p>_____</p> <p>_____</p>	<p>1- 1. Wff 'n Proof "The Propaganda Game" 2. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>Read the following advertisements and answer the question.</p> <p>Mark Spitz, U.S. Olympic swimmer, speaks out: The goals of most athletes I know are to make the 1968 Olympic team, and to win a gold medal for the U.S.A. (Mark, described as the "most versatile swimmer in the world today," won 5 gold medals in the Pan American Games last summer!) The basic elements of physical fitness are the same for everyone: Plenty of rest, exercise, and well-balanced meals. Skipping important foods throws your diet off balance and can result in poor physical condition. That's one reason I try to have milk with every meal. (taken from American Dairy Assoc.)</p> <p>Classify the advertisement above according to type of propaganda.</p> <p><u>Testimonial</u></p> <p>Explain why you classified the advertisement as you did.</p>	<p>1. Wff 'n Proof "The Propaganda Game"</p> <p>2. 5 skill sheets.</p>	

LEVEL XV Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>2-</p> <p>15-08-02</p> <p>Given the author's purpose writes statements which are relevant to his purpose</p>	<p>2-</p> <p>Read the author's purpose and selection. Then list several statements that bring out his purpose.</p> <p>Author's purpose: To give information about the Wright Brothers first flight.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2-</p> <p>1. 5 skill sheets.</p>

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
pose ch purpose	<p>2-</p> <p>Read the author's purpose and selection. Then list several statements that bring out his purpose.</p> <p>Author's purpose: To give information about the Wright Brothers first flight.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2-</p> <p>1. 5 skill sheets.</p>	<p>2-</p> <p>1. Harper-Row Seven Seas workbook page 128.</p>

LEVEL XV - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 15-08-03</p> <p>States whether and why given conclusions are or are not valid as based on the evidence in a particular selection.</p>	<p>3- After reading the selection about the Union Army, answer the following:</p> <p>The southern Army had inadequate transportation facilities when compared to the north.</p> <p>Valid or invalid? _____</p> <p>Why? _____</p>	<p>3- 1. 5 skill sheets.</p>
<p>4- 15-08-04</p> <p>Given statements, identifies which are inferential and which are factual conclusions based on the evidence in a selection.</p>	<p>4- In the following excerpts, distinguish between those statements which are inferential and those which are factual. The sentences are numbered so that you can write down the numbers of the sentences in each category.</p> <p>Inferential statement _____</p> <p>_____</p> <p>Factual statement _____</p> <p>_____</p>	<p>4- 1. SRA Listening Skills Program Int. IIb, cassette 12. 2. 6 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- After reading the selection about the Union Army, answer the following:</p> <p>The southern Army had inadequate transportation facilities when compared to the north.</p> <p>Valid or invalid? _____</p> <p>Why? _____</p>	<p>3- 1. 5 skill sheets.</p>	<p>3-</p>
<p>4- In the following excerpts, distinguish between those statements which are inferential and those which are factual. The sentences are numbered so that you can write down the numbers of the sentences in each category.</p> <p>Inferential statement _____</p> <p>_____</p> <p>Factual statement _____</p> <p>_____</p>	<p>4-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program Int. IIB, cassette 12. 2. 6 skill sheets. 	<p>4-</p> <ol style="list-style-type: none"> 1. Harper-Row <u>Seven Seas</u> workbook pages 113, 114.

LEVEL XV - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 15-08-05</p> <p>States one author's point of view in specific material and compares it with that of another author's writing on the same topic.</p>	<p>5- Read two selections on the same topic and write a comparison of the author's view point.</p> <p>Suggestion: Use two magazines or newspaper articles with contrasting viewpoint.</p>	<p>5- 1. 4 skill sheets.</p>
<p>6- 15-08-06</p> <p>Identifies and forms metaphors.</p>	<p>6- Check the phrases that are metaphors.</p> <p><u> X </u> a copper sky</p> <p><u> </u> cold as ice</p> <p><u> </u> a heart of stone</p> <p><u> </u> hard as a rock</p> <p>Write a metaphor: _____</p> <p>_____</p>	<p>6- 1. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- Read two selections on the same topic and write a comparison of the author's view point.</p> <p>Suggestion: Use two magazines or newspaper articles with contrasting viewpoint.</p>	<p>5- 1. 4 skill sheets.</p>	<p>5-</p>
<p>6- Check the phrases that are metaphors.</p> <p><input checked="" type="checkbox"/> a copper sky</p> <p><input type="checkbox"/> cold as ice</p> <p><input type="checkbox"/> a heart of stone</p> <p><input type="checkbox"/> hard as a rock</p> <p>Write a metaphor: _____</p> <p>_____</p>	<p>6- 1. 5 skill sheets.</p>	<p>6- 1. Harper-Row Crossroads workbook pages 101, 107.</p>

LEVEL XVI - Inferential Comprehension

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 16-08-01</p> <p>After reading a poem, selects the correct response by drawing abstract conclusions.</p>	<p>1- <u>Cockpit in the Clouds</u> Two thousand feet beneath our wheels The city sprawls across the land Like heaps of children's blocks out flung, In tantrums, by a giant hand. To east a silver spire soars And seeks to pierce our lower wing Above its grasp we drift along, A tiny, droning, shiny thing.</p> <p>The noon crowds pack the narrow streets. The trains move so slow, so slow. Amidst their traffic, chaos, life, The city's busy millions go. Up here, aloof, we watch them crawl. In crystal air we seem to poise Behind our motor's throaty roar- Down there, we're just another noise. Dick Dorrance</p> <p>After reading the poem, under- line the best answers to the items below.</p> <p>1. Like heaps of children's blocks outflung, in line 3 are probably: small farms, <u>buildings</u>, cars, lakes</p> <p>2. The trains move so slow, so slow, because: <u>the plane is</u> <u>too high</u>, the sky is so wide, the plane is so small,</p>	<p>1- 1. 6 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- <u>Cockpit in the Clouds</u> Two thousand feet beneath our wheels The city sprawls across the land Like heaps of children's blocks out flung, In tantrums, by a giant hand. To east a silver spire soars And seeks to pierce our lower wing Above its grasp we drift along, A tiny, droning, shiny thing.</p> <p>The noon crowds pack the narrow streets. The trains move so slow, so slow. Amidst their traffic, chaos, life, The city's busy millions go. Up here, aloof, we watch them crawl. In crystal air we seem to poise Behind our motor's throaty roar- Down there, we're just another noise. Dick Dorrance</p> <p>After reading the poem, underline the best answers to the items below.</p> <p>1. Like heaps of children's blocks outflung, in line 3 are probably: small farms, buildings, cars, lakes</p> <p>2. The trains move so slow, so slow, because: <u>the plane is too high</u>, the sky is so wide, the plane is so small,</p>	<p>1- 1. 6 skill sheets.</p>	<p>1-</p>

LEVEL

XVI Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>1 continued</p> <p>16-08-01</p>	<p>1 continued</p> <p>nothing is moving</p> <p>3. While two thousand feet above the earth the poet is mostly aware of the : problems at school, <u>wide sky and the small earth</u></p>	<p>1 continued</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1 continued</p> <p>nothing is moving</p> <p>3. While two thousand feet above the earth the poet is mostly aware of the : problems at school, <u>wide sky and the small earth</u></p>	<p>1 continued</p>	<p>1 continued</p>

LEVEL XVI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>2- 16-08-02</p> <p>Identifies cause & effect relationships in a poem.</p>	<p>2-</p> <p>There is no frigate like a book To take us lands away Nor any courser like a page On prancing poetry. This traverse may the poorest take Without oppress of toll; How frugal is the chariot that bears a human soul!</p> <p>Mark the correct answer:</p> <p>How does the book act as a vehicle for the human soul?</p> <ol style="list-style-type: none"> 1. Must pay a high fare for the trip 2. Carries the mind to distant lands 3. <u>Words lead him to new ideas</u> 4. Sails across the sea 	<p>2-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program Int. IIB, cassettes 8, 9. 2. 5 skill sheets.
<p>3- 16-08-03</p> <p>Compares two biographies about the same person written by different authors.</p>	<p>3-</p> <p>Give an oral report comparing any two biographies read.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. 1 skill sheet.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>2-</p> <p>There is no frigate like a book To take us lands away Nor any courser like a page On prancing poetry. This traverse may the poorest take Without oppress of toll; How frugal is the chariot that bears a human soul!</p> <p>Mark the correct answer:</p> <p>How does the book act as a vehicle for the human soul?</p> <ol style="list-style-type: none"> 1. Must pay a high fare for the trip 2. Carries the mind to distant lands 3. Words lead him to new ideas 4. Sails across the sea 	<p>2-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program Int. IIB, cassettes 8, 9. 2. 5 skill sheets. 	<p>2-</p>
<p>3-</p> <p>Give an oral report comparing any two biographies read.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. 1 skill sheet. 	<p>3-</p>

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LEVEL XVI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>4- 16-08-04</p> <p>Reads a variety of myths from many cultures.</p>	<p>4-</p> <p>Give an oral report comparing any two of the myths read.</p> <p>List all the myths read and cultures they represent.</p>	<p>4-</p> <p>1. 6 skill sheets.</p>
<p>5- 16-08-05</p> <p>Reads and interprets poetry.</p>	<p>5-</p> <p>Snow Toward Evening</p> <p>Suddenly the sky turned gray The day, Which had been bitter and chill, Grew soft and still. Quietly From some invisible blossoming tree Millions of petals cool and white Drifted and blew, Lifted and flew, Fell with the falling night.</p> <p>In this poem what time of day is it?</p> <p>1. Early morning 2. The middle of the day 3. Late afternoon 4. The middle of the night</p>	<p>5-</p> <p>1. 10 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>4-</p> <p>Give an oral report comparing any two of the myths read.</p> <p>list all the myths read and cultures they represent.</p>	<p>4-</p> <p>1. 6 skill sheets.</p>	<p>4-</p>
<p>5-</p> <p>Snow Toward Evening</p> <p>Suddenly the sky turned gray The day, Which had been bitter and chill, Grew soft and still. Quietly From some invisible blossoming tree Millions of petals cool and white Drifted and blew, Lifted and flew, Fell with the falling night.</p> <p>In this poem what time of day is it?</p> <p>1. Early morning 2. The middle of the day 3. Late afternoon 4. The middle of the night</p>	<p>5-</p> <p>1. 10 skill sheets.</p>	<p>5-</p>

LEVEL XVI Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- continued</p> <p>16-08-05</p>	<p>5- continued</p> <p>What made the sky turn gray?</p> <ol style="list-style-type: none"> 1. The setting of the sun 2. A change in the weather 3. Smoke 4. The spreading of a blanket of fog <p>Is this poem gay, quiet, angry, or sad?</p> <p>gay <u>quiet</u> angry sad</p>	<p>5- continued</p>


	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	<p>5- continued</p> <p>What made the sky turn gray?</p> <ol style="list-style-type: none"> 1. The setting of the sun 2. A change in the weather 3. Smoke 4. <u>The spreading of a blanket of fog</u> <p>Is this poem gay, quiet, angry, or sad?</p> <p>gay <u>quiet</u> angry sad</p>	<p>5- continued</p>	<p>5- continued</p>


LEVEL II - Research Skills

SKILL OBJECTIVE (1)	EXAMPLE	INSTRUCTION
<p>1- -02-09-01</p> <p>Gives orally the letters of the alphabet in order.</p>	<p>1- Say the letters of the alphabet in order.</p>	<p>1- 1. Instructo "Know 'N Show" alphabet. 2. Milton Bradley "Learn the Alphabet" #9502. 3. Milton Bradley "Alphabet Tray Kit" #7517. 4. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 5. 5 Skill sheets and tape I (for pages 1-4).</p>


	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
Letters order.	1- Say the letters of the alphabet in order.	1- 1. Instructo "Know 'N Show" alphabet. 2. Milton Bradley "Learn the Alphabet" #9502. 3. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 4. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 5. 5 Skill sheets and tape II RS 1 (for pages 1-4).	1-

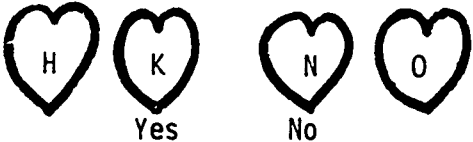
LEVEL III - Research Skill

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 03-09-01</p> <p>When shown a book with a pictured cover is able to interpret the subject.</p>	<p>1- "Look at the cover of these books. Tell me what you think each book is about."</p> 	<p>1- 1. 5 skill sheets.</p>
<p>2- 03-09-02</p> <p>Given any four consecutive letters on cards or blocks arranged them alphabetically.</p>	<p>2- Use alphabet packet coded III RS 2. Give child any four consecutive letters to arrange alphabetically.</p>	<p>2- 1. Instructo "Know 'N Show" Alphabet. 2. Milton Bradley "Alphabet Tray Kit" #7517. 3. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 4. 1 skill sheet and alphabet coded III RS 2.</p>
<p>3- 03-09-03</p> <p>Given any four non-consecutive letters on cards or blocks, arrange alphabetically.</p>	<p>3- Use alphabet packet coded II RS 3. Give child any four non-consecutive letters to arrange alphabetically.</p>	<p>3- 1. Instructo "Know 'N Show" 2. Milton Bradley "Alphabet Tray Kit" #7517. 3. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 4. 1 skill sheet and alphabet packet coded III RS 3.</p>

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
h a e	<p>1-</p> <p>"Look at the cover of these books. Tell me what you think each book is about."</p> 	<p>1-</p> <ol style="list-style-type: none"> 1. 5 skill sheets. 	1-
on anges	<p>2-</p> <p>Use alphabet packet coded III RS 2. Give child any four consecutive letters to arrange alphabetically.</p>	<p>2-</p> <ol style="list-style-type: none"> 1. Instructo "Know 'N Show" Alphabet. 2. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 3. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 4. 1 skill sheet and alphabet packet coded III RS 2. 	2-
on anges	<p>3-</p> <p>Use alphabet packet coded II RS 3. Give child any four non-consecutive letters to arrange alphabetically.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Instructo "Know 'N Show" Alphabet. 2. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 3. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 4. 1 skill sheet and alphabet packet coded III RS 3. 	3-

LEVEL III - Research Skill

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>4- 03-09-04 Given any four letters on a worksheet, determines if they are in alphabetical order.</p>	<p>4- Circle either Yes or No if the following hearts are in ABC order.</p> <div data-bbox="494 545 960 686">  </div>	<p>4- 1. Trend Enterprises "Alphabet Bingo" #T103. 2. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>4- Circle either Yes or No if the following hearts are in ABC order.</p> <div data-bbox="46 548 515 689"></div>	<p>4-</p> <ol style="list-style-type: none">1. Trend Enterprises "Alphabet Bingo" #T103.2. 5 skill sheets.	<p>4-</p> <p>5 24</p>

LEVEL IV - Research Skills

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
<p>1- 04-09-01</p> <p>Identifies the title of the book by pointing to the item.</p>	<p>1-</p> <p>"Point to the title on the cover and say, "What is the name of a book called?" (title) Point to the title of the book: <u>Just for Fun</u> (Harper Row)</p>	<p>1-</p> <ol style="list-style-type: none"> 1. Random House Skilpacers (y) #6. 2. 2 skill sheets.
<p>2- 04-09-02</p> <p>Using a table of contents, identifies the beginning page number of a given story.</p>	<p>2-</p> <p>"Look in the table of contents of the book <u>From Elephants to Eskimos</u> and find on what page the story "What Happens to Rain" begins. Write your answer on the line. _____</p>	<p>2-</p> <ol style="list-style-type: none"> 1. 5 skill sheets.
<p>3- 04-09-03</p> <p>Writes in the missing letters, both upper and lower cases, when given a series of letters.</p>	<p>3-</p> <p>"Fill in the missing letters:</p> <p>A B <u>C</u> D E F <u>G</u> H</p> <p>i j k <u>L</u> m <u>n</u> o p</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Milton Bradley "Alphabet Tray Kit" #7517. 2. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 3. 6 skill sheets. 4. Scholastic <u>Reaching Up</u>, 2-50, Cards S-1 and G-29
<p>4- 04-09-04</p> <p>Rearranges groups of 3 - 5 letters in alphabetical order.</p>	<p>4-</p> <p>"On the lines below write the following letters in alphabetical order."</p> <p>1. g a x b</p> <p><u>abgx</u></p> <p>2. w a r p b</p> <p><u>abprw</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Milton Bradley "Alphabet Tray Kit" #7517. 2. 5 skill sheets.

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ing	1- "Point to the title on the cover and say, "What is the name of a book called?" (title) Point to the title of the book: <u>Just for Fun</u> (Harper Row)	1- 1. Random House Skilpacers (yellow) #6. 2. 2 skill sheets.	1-
- e er	2- "Look in the table of contents of the book <u>From Elephants to Eskimos</u> and find on what page the story "What Happens to Rain" begins. Write your answer on the line. _____	2- 1. 5 skill sheets.	-
g en	3- "Fill in the missing letters: A B <u>C</u> D E F <u>G</u> H i j k <u>L</u> m <u>n</u> o p	3- 1. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 2. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 3. 6 skill sheets. 4. Scholastic <u>Reaching Up</u> , Master 2-50, Cards S-1 and G-28.	3-
	4- "On the lines below write the following letters in alphabetical order." 1. g a x b <u>abgx</u> 2. w a r p b <u>abprw</u>	4- 1. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 2. 5 skill sheets.	4-

LEVEL V - Research Skills

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 05-09-01</p> <p>Writes the title and author of a book on a library card or piece of paper.</p>	<p>1- "Select any book that you would like and write the title and author of the book in the box below."</p> <p>title _____</p> <p>author _____</p>	<p>1- 1. Random House Skilpacer (y 2. 5 skill sheets.</p>
<p>2- 05-09-02</p> <p>Finds a given word in a picture dictionary and lists the page on which it is found.</p>	<p>2- "In the picture dictionary find the word <u>king</u> and write the page number on which it is found."</p> <p>What page is the word <u>king</u> on?</p> <p><u>11</u></p>	<p>2- 1. Random House Skilpacer (y 2. 4 skill sheets.</p>
<p>3- 05-09-03</p> <p>Alphabetizes groups of three to four words according to the first letters of the word.</p>	<p>3- "Alphabetize the following groups of words according to the first letter of each word. Put a <u>1</u> in front of the word that comes first, etc."</p> <p><u>2</u>ocean <u>1</u>blue <u>3</u>yellow <u>3</u>wagon <u>2</u>cat <u>2</u>girl <u>1</u>dog <u>3</u>mother <u>1</u>father</p>	<p>3- 1. Ideal Dictionary Skills Duplicating Worksheet, #2 2. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- "Select any book that you would like and write the title and author of the book in the box below."</p> <p>title _____</p> <p>author _____</p>	<p>1- 1. Random House Skilpacer (yellow)#6. 2. 5 skill sheets.</p>	<p>1-</p>
<p>2- "In the picture dictionary find the word <u>king</u> and write the page number on which it is found."</p> <p>What page is the word <u>king</u> on?</p> <p><u>11</u></p>	<p>2- 1. Random House Skilpacer (yellow)#6. 2. 4 skill sheets.</p>	<p>2-</p>
<p>3- "Alphabetize the following groups of words according to the first letter of each word. Put a <u>1</u> in front of the word that comes first, etc."</p> <p><u>2</u>ocean <u>1</u>blue <u>3</u>yellow <u>3</u>wagon <u>2</u>cat <u>2</u>girl <u>1</u>dog <u>3</u>mother <u>1</u>father</p>	<p>3- 1. Ideal Dictionary Skills Duplicating Worksheet, #2764-1,2 2. 5 skill sheets.</p>	<p>3- 1. Roberts English Book A, page 3. 2. SRA Read.Lab, blue cards, 5, 10, 15, 20 (part c). 3. SRA Read.Lab, blue cards 5, 10, 15, (part c).</p>

LEVEL VI - Research Skills

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 06-09-01</p> <p>Uses the table of contents to determine whether a designated book contains a specific story or information.</p>	<p>1- "Look in the table of contents of <u>All Through the Year</u>. Is there a story about May Day?"</p> <p>yes no (circle one)</p> <p>If so, on what page is it found? _____</p>	<p>1- 1. Random House Skilpacer(yellow) 2. 4 skill sheets.</p>
<p>2- 06-09-02</p> <p>Alphabetizes groups of five to eight words according to the first letters in the word.</p>	<p>2- "Arrange the following words in alphabetical order according to the first letter of each word."</p> <p><u>2</u> blue <u>5</u> red <u>1</u> apple <u>3</u> dark <u>6</u> wagon <u>4</u> lemon</p>	<p>2- 1. Ideal Dictionary Skills Duplicating Worksheets 2764 #3 2. 6 skill sheets 3. Scholastic <u>Reaching Up</u>, Master 2-51, Cards S-1, G-28. 4. Scholastic <u>Reaching Higher</u>, Master 3-28.</p>
<p>3- 06-09-03</p> <p>Finds the index of a book.</p>	<p>3- "On what page of your science book does the index begin?" _____</p>	<p>3- 1. 4 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- "Look in the table of contents of <u>All Through the Year</u>. Is there a story about May Day?"</p> <p>yes no (circle one)</p> <p>If so, on what page is it found? _____</p>	<p>1- 1. Random House Skilpacer(yellow)#9. 2. 4 skill sheets.</p>	<p>1-</p>
<p>2- "Arrange the following words in alphabetical order according to the first letter of each word."</p> <p><u>2</u> blue <u>5</u> red <u>1</u> apple <u>3</u> dark <u>6</u> wagon <u>4</u> lemon</p>	<p>2- 1. Ideal Dictionary Skills Duplicating Worksheets 2764 #3. 2. 6 skill sheets 3. Scholastic <u>Reaching Up</u>, Master 2-51, Cards S-1, G-28. 4. Scholastic <u>Reaching Higher</u>, Master 3-28.</p>	<p>2- 1. SRA IIc, gold 3,7,11 (part c) 2. Roberts English Book page 11.</p>
<p>3- "On what page of your science book does the index begin?" _____</p>	<p>3- 1. 4 skill sheets.</p>	<p>3-</p>

LEVEL VII - Research Skills

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 07-09-01</p> <p>Identifies the number of units in a given book.</p>	<p>1- "Get the book <u>From Fins to Feathers</u> and circle the number of units in the book."</p> <p>1 2 ③ 4</p>	<p>1- 1. 4 skill sheets.</p>
<p>2- 07-09-02</p> <p>Identifies the number of stories in a unit of a given book.</p>	<p>2- "Get the book <u>From Fins to Feathers</u> and circle the number of stories listed in unit four."</p> <p>7 6 8 ⑩ 4 14</p>	<p>2- 1. 5 skill sheets.</p>
<p>3- 07-09-03</p> <p>Differentiates between fiction and non-fiction books by their library markings.</p>	<p>3- "In the library, non-fiction (true) books have numbers on the back. Fiction (not true) books do not have numbers. Write <u>fiction</u> or <u>non-fiction</u> on the correct line below each group of books."</p>	<p>3- 1. Ideal Transparency Set 2789# chart K. 2. Ideal Library Skills Duplicating Worksheet 2784 #12, 13. 3. 6 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- "Get the book <u>From Fins to Feathers</u> and circle the number of units in the book."</p> <p>1 2 ③ 4</p>	<p>1- 1. 4 skill sheets.</p>	<p>1-</p>
<p>2- "Get the book <u>From Fins to Feathers</u> and circle the number of stories listed in unit four."</p> <p>7 6 8 ⑩ 4 14</p>	<p>2- 1. 5 skill sheets.</p>	<p>2-</p>
<p>3- "In the library, non-fiction (true) books have numbers on the back. Fiction (not true) books do not have numbers. Write <u>fiction</u> or <u>non-fiction</u> on the correct line below each group of books."</p>	<p>3- 1. Ideal Transparency Set 2789#6, chart K. 2. Ideal Library Skills Duplicating Worksheet 2784 #12, 13. 3. 6 skill sheets.</p>	<p>3-</p>

LEVEL VIII - Research Skills

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 08-09-01</p> <p>Uses the table of contents in a book to answer questions.</p>	<p>1- "Get the book <u>Story Carnival</u> and turn to the <u>table of contents</u>. Use it to answer the following questions.</p> <p>1. Which unit contains stories about dogs?"</p> <p>_____</p>	<p>1- 1. 7 skill sheets.</p>
<p>2- 08-09-02</p> <p>Arranges words in alphabetical order according to the first two letters.</p>	<p>2- "Put the following words in alphabetical order by numbering them."</p> <p>nothing <u>4</u></p> <p>nice <u>3</u></p> <p>candy <u>1</u></p> <p>mother <u>2</u></p>	<p>2- 1. Ideal Transparencies, 2769 #1 chart B. 2. Ideal Dictionary Skills Duplicating Worksheets 2764 #'s 3, 4. 3. 5 skill sheets. 4. Scholastic <u>Reaching Up</u>, Master 2-52, Cards S-1, and G-28.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>"Get the book <u>Story Carnival</u> and turn to the <u>table of contents</u>. Use it to answer the following questions.</p> <p>1. Which unit contains stories about dogs?"</p> <p>_____</p>	<p>1-</p> <p>1. 7 skill sheets.</p>	<p>1-</p>
<p>2-</p> <p>"Put the following words in alphabetical order by numbering them."</p> <p>nothing <u>4</u></p> <p>nice <u>3</u></p> <p>candy <u>1</u></p> <p>mother <u>2</u></p>	<p>2-</p> <p>1. Ideal Transparencies, 2769 #1, chart B.</p> <p>2. Ideal Dictionary Skills Duplicating Worksheets 2764 #'s 3, 4.</p> <p>3. 5 skill sheets.</p> <p>4. Scholastic <u>Reaching Up</u>, Master 2-52, Cards S-1, and G-28.</p>	<p>2-</p> <p>1. SRA IIC Gold 4, 8, 12 (part D).</p> <p>2. Roberts English Book page 15.</p> <p>3. SRA read, lab. Ib, brown cards 3, 8, 13, 18 (part D).</p> <p>4. SRA Read, Lab Ic tan cards 3, 8, 13, 18 (part D).</p> <p>5. SRA Read, Lab Ia brown cards 3, 8, 13, 18 (part D).</p>

LEVEL VIII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 08-09-03</p> <p>Locates first and last words on a dictionary page.</p>	<p>3- "Turn to page 244 of <u>Thorndike-Barnhart Dictionary</u>."</p> <p>"What is the first entry word on the page? _____"</p> <p>"What is the last entry word on the page? _____"</p>	<p>3- 1. 6 skill sheets.</p>
<p>4- 08-09-04</p> <p>Locates guide words in a dictionary and uses them to find words.</p>	<p>4- "Get a <u>Thorndike-Barnhart Dictionary</u> and use guide words to help you find the following words. On the line beside the word write the guide words that helped you find it."</p> <p>grumble _____</p>	<p>4- 1. Ideal Transparency 2769 #2, Chart D. 2. Transparencies - Field Enterprise, "Learning Look-it-up Skill with the Dictionary" #2. 3. Transparencies #5 and worksheet # 6. "Using the Dictionary" - Visual Materials. 4. Ideal Duplicating Worksheets #2764, pages 6,7. 5. 7 skill sheets. 6. <u>Scholastic Reaching Forward</u>, master 4-26. 7. <u>Scholastic Reaching Ahead</u>, master 5-24, card S-5-6. 8. Guide Word Pocket Chart Activity (teacher made). 9. <u>Scholastic Reaching Beyond</u>, master 6-23, card S-6-6.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- "Turn to page 244 of <u>Thorndike-Barnhart Dictionary</u>."</p> <p>"What is the first entry word on the page? _____"</p> <p>"What is the last entry word on the page? _____"</p>	<p>3- 1. 6 skill sheets.</p>	<p>3-</p>
<p>4- "Get a <u>Thorndike-Barnhart Dictionary</u> and use guide words to help you find the following words. On the line beside the word write the guide words that helped you find it."</p> <p>grumble _____</p>	<p>4- 1. Ideal Transparency 2769 #2, Chart D. 2. Transparencies - Field Enterprise, "Learning Look-it- up Skill with the Dictionary" #2. 3. Transparencies #5 and worksheet # 6. "Using the Dictionary" - Visual Materials. 4. Ideal Duplicating Worksheets #2764, pages 6,7. 5. 7 skill sheets. 6. <u>Scholastic Reaching Forward</u>, master 4-26. 7. <u>Scholastic Reaching Ahead</u>, master 5-24, card S-5-6. 8. Guide Word Pocket Chart Activity (teacher made). 9. <u>Scholastic Reaching Beyond</u>, master 6-23, card S-6-6.</p>	<p>4-</p>

LEVEL VIII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 08-09-05</p> <p>Using a dictionary locates one meaning for each word in a given list.</p>	<p>5- "Find the following words in your dictionary and write one meaning for each word."</p> <p>pitchfork _____</p> <p>crop _____</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Transparencies - Field Enterprise, "Learning Look-it-up Skill with the Dictionary" 2. Transparencies #6, #7, worksh #7, 8, 9. "Using the Dictionary" Visual Materials. 3. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- "Find the following words in your dictionary and write one meaning for each word." pitchfork _____ crop _____</p>	<p>5- 1. Transparencies - Field Enterprise, "Learning Look-it-up Skill with the Dictionary" #3. 2. Transparencies #6, #7, worksheet #7, 8, 9. "Using the Dictionary" Visual Materials. 3. 5 skill sheets.</p>	<p>5-</p>

LEVEL IX - Research Skills

SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
<p>1- 09-09-01</p> <p>Uses the table of contents in a library book or textbook to find required information according to chapters.</p>	<p>1- "Turn to the table of contents in the front of a book about deserts. Use it to answer questions."</p> <ol style="list-style-type: none"> 1. What chapter tells about people who live on the desert? 2. What chapter tells about the endless problem of the desert? 3. What chapter tells about plants of the desert? 	<p>1- 1. Random House Skilpacer (red) #9: pink card. 2. 6 skill sheets.</p>
<p>2- 09-09-02</p> <p>Refers to the main topics in an index and answers questions.</p>	<p>2- "Below is an index page: snail, 40 snakes, 50-51 snow, 75, 117 soil, 47, 69 squirrel, 125 starfish, 40-41 stars, 10</p> <p>On what page do we find information about a squirrel?"</p> <p><u>125</u></p>	<p>2- 1. Random House Skilpacer (yellow) # 9. 2. 6 skill sheets.</p>

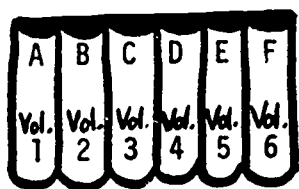
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1-</p> <p>"Turn to the table of contents in the front of a book about deserts. Use it to answer questions."</p> <p>1. What chapter tells about people who live on the desert?</p> <p>2. What chapter tells about the endless problem of the desert?</p> <p>3. What chapter tells about plants of the desert?</p> <p>_____</p>	<p>1-</p> <p>1. Random House Skilpacer (red) #9: pink card.</p> <p>2. 6 skill sheets.</p>	<p>1-</p>
<p>2-</p> <p>"Below is an index page:</p> <p>snail, 40</p> <p>snakes, 50-51</p> <p>snow, 75, 117</p> <p>soil, 47, 69</p> <p>squirrel, 125</p> <p>starfish, 40-41</p> <p>stars, 10</p> <p>On what page do we find information about a squirrel?"</p> <p><u>125</u></p>	<p>2-</p> <p>1. Random House Skilpacer (yellow) # 9.</p> <p>2. 6 skill sheets.</p>	<p>2-</p>

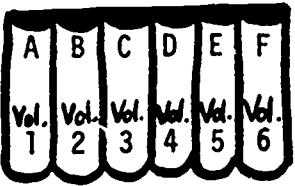
LEVEL IX - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 09-09-03</p> <p>Arranges words in alphabetical order according to the first three letters.</p>	<p>3- "Arrange the following words in alphabetical order according to the first three letters."</p> <p><u>5</u> blue <u>4</u> blouse <u>3</u> blind <u>2</u> bleak <u>1</u> black</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Transparencies 2769 #1, chart B. 2. Ideal Dictionary Skills Duplicating Worksheets 2764 #'s 3, 4. 3. 5 skill sheets. 4. Scholastic Reaching Ahead, master 5-24, cards S-5-6. 5. Scholastic Reaching Beyond, master 6-23, card S-6-6.
<p>4- 09-09-04</p> <p>Locates a specific word in a glossary of a given book and writes information found.</p>	<p>4- "Find the word <u>motor</u> in the glossary of the book "<u>From Bicycles to Poomerangs</u>." (Harper Row) Write the information about the word <u>motor</u> on these lines."</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4-</p> <ol style="list-style-type: none"> 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- "Arrange the following words in alphabetical order according to the first three letters."</p> <p><u>5</u> blue</p> <p><u>4</u> blouse</p> <p><u>3</u> blind</p> <p><u>2</u> bleak</p> <p><u>1</u> black</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Transparencies 2769 #1, chart B. 2. Ideal Dictionary Skills Duplicating Worksheets 2764 #'s 3, 4. 3. 5 skill sheets. 4. Scholastic Reaching Ahead, master 5-24, cards S-5-6. 5. Scholastic Reaching Beyond, master 6-23, card S-6-6. 	<p>3-</p> <ol style="list-style-type: none"> 1. SRA IIc Gold 4, 8, 12 (part E). 2. SRA IIc Silver 3, 7, 11 (part C). 3. Roberts English Book A, page 35. 4. SRA Ib green cards 1, 6, 11, 16, (part D). 5. SRA Ic tan cards 3, 8, 13, 18 (part D). 6. SRA IIa gold cards 4, 9 (part D); aqua card 10 (part E). 7. SRA IIb red cards 4, 8, 12 (part E).
<p>4- "Find the word <u>motor</u> in the glossary of the book "<u>From Bicycles to Poomerangs</u>." (Harper Row) Write the information about the word <u>motor</u> on these lines."</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4-</p> <ol style="list-style-type: none"> 1. 5 skill sheets. 	<p>4-</p>

LEVEL IX - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 09-09-05</p> <p>Alphabetizes names of people using last names first.</p>	<p>5- "Arrange the following names in alphabetical order according to the last names first."</p> <p>John Smith <u>Jones, Mary</u></p> <p>Mary Jones <u>Madden, Al</u></p> <p>Al Madden <u>Smith, John</u></p>	<p>5- 1. 5 skill sheets.</p>
<p>6- 09-09-06</p> <p>Using the guide numbers and letters on the cover, locates an entry in the encyclopedia.</p>	<p>6- Write the number of the volume in which you would look for the topics given below:</p> <p><u>5</u> 1. Europe</p> <p><u>1</u> 2. Alligators"</p> 	<p>6- 1. Ideal Library Skills Duplicating Worksheet 2784 #22 2. Ideal Library Skills Transparency 2789 #8, chart P. 3. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- "Arrange the following names in alphabetical order according to the last names first."</p> <p>John Smith <u>Jones, Mary</u></p> <p>Mary Jones <u>Madden, Al</u></p> <p>Al Madden <u>Smith, John</u></p>	<p>5- 1. 5 skill sheets.</p>	<p>5-</p>
<p>6- Write the number of the volume in which you would look for the topics given below:</p> <p><u>5</u> 1. Europe</p> <p><u>1</u> 2. Alligators"</p> 	<p>6- 1. Ideal Library Skills Duplicating Worksheet 2784 #22. 2. Ideal Library Skills Transparency 2789 #8, chart P. 3. 5 skill sheets.</p>	<p>6- 1. Harper-Pow, Crossroads workbook pages 72-73. 2. Harper -Row <u>SEven Seas</u> workbook page 51.</p>

LEVEL X - Research Skills

SKILL OBJECTIVE (10)	EXAMPLE	INSTRUCTION		
<p>1- 10-09-01</p> <p>Answers questions by referring to topics and subtopics in the index of a book.</p>	<p>1- "Answer the questions below from the index."</p> <table border="1"><tr><td></td><td>blood, 28 breathing, 45 bullhead, 44</td></tr></table> <p>1. What page tells about breathing? <u>45</u></p> <p>2. What page tells about blood?" <u>28</u></p>		blood, 28 breathing, 45 bullhead, 44	<p>1- 1. Random House Skilpacer (yellow) # 9. 2. Random House Skilpacer (blue) #9. 3. 6 skill sheets.</p>
	blood, 28 breathing, 45 bullhead, 44			
<p>2- 10-09-02</p> <p>Uses guide words in an encyclopedia to locate specific information.</p>	<p>2- "Get a World Book Encyclopedia. Look up the following subjects. After the subject, write the guide words you find on the same page."</p> <p>Emu _____</p> <p>Brittany _____</p>	<p>2- 1. Field Enterprises Inc. Transparency "Learning Look-it-up Skills with an Encyclopedia," #3 2. Ideal Library Skills Duplicating Worksheets 2784 #2 3. Ideal Library Skills Transparency 2789 #8, chart P. 4. 7 skill sheets.</p>		

EXAMPLE	INSTRUCTION	SUPPLEMENTAL		
<p>1- "Answer the questions below from the index."</p> <table border="1"><tr><td></td><td>blood, 28 breathing, 45 bullhead, 44</td></tr></table> <p>1. What page tells about breathing? <u>45</u></p> <p>2. What page tells about blood?" <u>28</u></p>		blood, 28 breathing, 45 bullhead, 44	<p>1- 1. Random House Skilpacer (yellow) # 9. 2. Random House Skilpacer (blue) #9. 3. 6 skill sheets.</p>	<p>1-</p>
	blood, 28 breathing, 45 bullhead, 44			
<p>2- "Get a World Book Encyclopedia. Look up the following subjects. After the subject, write the guide words you find on the same page."</p> <p>Emu _____</p> <p>Brittany _____</p>	<p>2- 1. Field Enterprises Inc. Transparency "Learning Look-it-up Skills with an Encyclopedia," #3. 2. Ideal Library Skills Duplicating Worksheets 2784 #22. 3. Ideal Library Skills Transparency 2789 #8, chart P. 4. 7 skill sheets.</p>	<p>2-</p>		

LEVEL X - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 10-09-03</p> <p>Locates specific information in an encyclopedia.</p>	<p>3-</p> <p>"Locate the article on Pennsylvania in <u>World Book Encyclopedia</u>. Under which subtitles below would you look for the following information?"</p> <p>skiing <u>Recreation</u></p> <p>dairy farming <u>Farming</u></p>	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skilpacers (red) # 6. 2. Random House Skilpacers (blue) #11: skimming and scanning. 3. Field Enterprises Inc. Transparency Learning "Look -it-up" Skills with an encycloped #2. 4. 5 skill sheets.
<p>4- 10-09-04</p> <p>Arranges words in alphabetical order according to the first four letters.</p>	<p>4-</p> <p>"Arrange the following words in alphabetical order according to the first four letters."</p> <p><u>3</u> string</p> <p><u>1</u> straw</p> <p><u>5</u> strum</p> <p><u>2</u> stream</p> <p><u>4</u> stroke</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Dictionary Skills Transparency 2769 #2, chart D. 2. 5 skill sheets. 3. <u>Scholastic Reaching Forward</u>, master, 4-26.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- "Locate the article on Pennsylvania in <u>World Book Encyclopedia</u>. Under which subtitles below would you look for the following information?"</p> <p>skiing <u>Recreation</u></p> <p>dairy farming <u>Farming</u></p>	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skilpacers (red) # 6. 2. Random House Skilpacers (blue) #11: skimming and scanning. 3. Field Enterprises Inc. Transparency Learning "Look -it -up" Skills with an encyclopedia #2. 4. 5 skill sheets. 	<p>3-</p>
<p>4- "Arrange the following words in alphabetical order according to the first four letters."</p> <p><u>3</u> string</p> <p><u>1</u> straw</p> <p><u>5</u> strum</p> <p><u>2</u> stream</p> <p><u>4</u> stroke</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Dictionary Skills Transparency 2769 #2, chart D. 2. 5 skill sheets. 3. <u>Scholastic Reaching Forward</u>, master, 4-26. 	<p>4-</p> <ol style="list-style-type: none"> 1. Roberts English Book A, page 65.

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LEVEL X - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 10-09-05</p> <p>Locates and writes dictionary definitions for a specific word in context when that word has multiple meanings.</p>	<p>5- "Write the dictionary definition for the underlined word as it is used in the sentence."</p> <p>The <u>boom</u> was lowered into the well.</p> <p>_____</p> <p>The hunter held his <u>bow</u> steady.</p> <p>_____</p> <p>Bobby had to <u>chop</u> the wood.</p> <p>_____</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2769 #6, charts k, l. 2. Ideal Dictionary Skills Duplicating Worksheet 2764 #'s 16, 17. 3. 7 skill sheets. 4. <u>Scholastic Reaching Forward</u>, master 4-27. 5. <u>Scholastic Reaching Ahead</u>, master 5-25, cards S-5-9, S-5- 6. <u>Scholastic Reaching Beyond</u>, master 6-25, card S-6-7.
<p>6- 10-09-05</p> <p>Locates entry words in the dictionary which are derived from a list of root words. (Sometimes the derived word will be an entry word; sometimes only the root word will be the entry word.)</p>	<p>6- Look in the dictionary and find the entry word and the page number for the following words:</p> <p>digging <u>digging</u> p. _____</p> <p>babies <u>baby</u> p. _____</p> <p>blowing <u>blowing</u> p. _____</p>	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2769 #2, chart C and #5, chart J. 2. Ideal Dictionary Skills Duplicating Worksheet 2764 #'s 5, 14. 3. Visual Materials - "Using the Dictionary" Transparency #4, worksheet #5. 4. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- "Write the dictionary definition for the underlined word as it is used in the sentence."</p> <p>The <u>boom</u> was lowered into the well.</p> <p>_____</p> <p>The hunter held his <u>bow</u> steady.</p> <p>_____</p> <p>Bobby had to <u>chop</u> the wood.</p> <p>_____</p>	<p>5-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2769 #6, charts k, l. 2. Ideal Dictionary Skills Duplicating Worksheet 2764 #'s 16, 17. 3. 7 skill sheets. 4. <u>Scholastic Reaching Forward</u>, master 4-27. 5. <u>Scholastic Reaching Ahead</u>, master 5-25, cards S-5-9, S-5-15. 6. <u>Scholastic Reaching Beyond</u>, master 6-25, card S-6-7. 	<p>5-</p>
<p>6- Look in the dictionary and find the entry word and the page number for the following words:</p> <p>digging <u>digging</u> p. _____</p> <p>babies <u>baby</u> p. _____</p> <p>blowing <u>blowing</u> p. _____</p>	<p>6-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2769 #2, chart C and #5, chart J. 2. Ideal Dictionary Skills Duplicating Worksheet 2764 #'s 5, 14. 3. Visual Materials - "Using the Dictionary" Transparency #4, worksheet #5. 4. 5 skill sheets. 	<p>6-</p>

LEVEL X - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 10-09-07</p> <p>Identifies the phonetic spelling of given words by using the dictionary key.</p>	<p>7- "Circle the correct phonetic spelling of words."</p> <p>Table <u>ta' bl</u> ta' bl</p>	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2769, #4, chart H. 2. Ideal Library Skills Duplicating Worksheets 2764 #12 3. Visual Materials - "Using the Dictionary" transparency #8, 9, 10 and worksheet 10, 11, 12. 4. 5 skill sheets. 5. Scholastic Reaching Ahead, master 5-25, cards S-5-9, S-5-15 6. Scholastic Reaching Beyond, master 6-25, Card S - 6-9.
<p>8- 10-09-08</p> <p>Locates the call numbers of library books by using the card catalog.</p>	<p>8- "Locate the call number of the book <u>American Farms</u> by Rhea Wells."</p> <p>call number <u>631</u> W</p>	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2789 #3 E, F 2. Fordham Publishing Co. Libraries are for Children, worksheet #38, 39, page 22. 3. Long filmstrip from card catalog series one. How the Card Catalog Helps You, "Parts of a card catalog". 4. Ideal Duplicating Worksheets 2784 # 9, 10. 5. 4 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7- "Circle the correct phonetic spelling of words."</p> <p>Table <u>ta' b1</u> ta' b1</p>	<p>7-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2769, #4, chart H. 2. Ideal Library Skills Duplicating Worksheets 2764 #12. 3. Visual Materials - "Using the Dictionary" transparency #8, 9, 10 and worksheet 10, 11, 12. 4. 5 skill sheets. 5. Scholastic <u>Reaching Ahead</u>, master 5-25, cards S-5-9, S-5-15. 6. Scholastic <u>Reaching Beyond</u>, master 6-25, Card S - 6-9. 	
<p>8-</p> <p>"Locate the call number of the book <u>American Farms</u> by Rhea Wells."</p> <p>call number <u>631</u> <u>W</u></p>	<p>8-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2789 #3 E, F. 2. Fordham Publishing Co. <u>Libraries are for Children</u>, worksheet #38, 39, page 22. 3. <u>Long filmstrip from card catalog series one. How the Card Catalog Helps You</u>, "Parts of a card catalog". 4. Ideal Duplicating Worksheets 2784 # 9, 10. 5. 4 skill sheets. 	<p>8-</p>

LEVEL X - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>9- 10-09-09</p> <p>Locates author, subject, and title cards in the card catalog.</p>	<p>9-</p> <p>"Locate a file card in the card catalog for a book about clouds. Book: _____ Locate a file card for a book written by Hans Christian Andersen. Book: _____ Locate the file card in the card catalog for the book <u>The Red Balloon</u>. Copy all the information on the following lines."</p> <p>_____</p> <p>_____</p>	<p>9-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2789 #s 4, 5 - charts G, H, I, J. 2. Ideal Library Skills Duplicating Worksheet 2784 # 7, 8, 9, 10, 11. 3. Fordham Publishing Co. Libraries are for Children, worksheet pages 27, 31, 33, 34, 38, 39. 4. Long - filmstrips from card catalog, series one - <u>How the card catalog helps you</u> (4 filmstrips). 5. 8 skill sheets.
<p>10- 10-09-10</p> <p>Arranges alphabetical order, proper names or titles that have determiners such as a, an, and <u>the</u>.</p>	<p>10-</p> <p>"Arrange the following in alphabetical order:</p> <p>The White House John Smith The Declaration of Independence Mary Jones <u>Declaration of Independence, The</u> <u>Jones, Mary</u> <u>Smith, John</u> <u>White House, The</u></p>	<p>10-</p> <ol style="list-style-type: none"> 1. Fordham Publishing Co. Libraries are for Children, worksheet # 28. 2. 4 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>9- "Locate a file card in the card catalog for a book about clouds. Book: _____ Locate a file card for a book written by Hans Christian Andersen. Book: _____ Locate the file card in the card catalog for the book <u>The Red Balloon</u>. Copy all the information on the following lines."</p> <p>_____</p> <p>_____</p>	<p>9- 1. Ideal Transparency 2789 #s 4, 5 - charts G, H, I, J. 2. Ideal Library Skills Duplicating Worksheet 2784 # 7, 8, 9, 10, 11. 3. Fordham Publishing Co. <u>Libraries are for Children</u>, worksheet pages 27, 31, 33, 34, 38, 39. 4. Long - filmstrips from card catalog, series one - <u>How the card catalog helps you</u> (4 film- strips). 5. 8 skill sheets.</p>	<p>9-</p>
<p>10- "Arrange the following in alphabetical order:</p> <p>The White House John Smith The Declaration of Independence Mary Jones <u>Declaration of Independence, The</u> <u>Jones, Mary</u> <u>Smith, John</u> <u>White House, The</u></p>	<p>10- 1. Fordham Publishing Co. <u>Libraries are for Children</u> , worksheet # 28. 2. 4 skill sheets.</p>	<p>10-</p>

LEVEL XI - Research Skills

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 11-09-01</p> <p>Locates information in an encyclopedia to answer specific questions.</p>	<p>1- "Look up <u>Dog</u> in the <u>World Book Encyclopedia</u>. Use the information in that article to answer the questions on this page. What is the largest kind of dog?"</p> <p><i>Irish Wolfhound</i></p>	<p>1- 1. 6 skill sheets.</p>
<p>2- 11-09-02</p> <p>Distinguishes between the functions of a glossary and a dictionary by answering related questions.</p>	<p>2- "To answer the following questions write on the line before each question, "G" for glossary, "D" for dictionary, and "B" for both." <u>G</u> What can be found at the end of a social studies book? <u>D</u> Which uses guide words? <u>B</u> Which one gives definitions for the words listed.</p>	<p>2- 1. Ideal Dictionary Skills Duplicating Worksheet 2764 #1. 2. Ideal Transparency 2769 #1, chart A. 3. 6 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- "Look up <u>Dog</u> in the <u>World Book Encyclopedia</u>. Use the information in that article to answer the questions on this page. What is the largest kind of dog?"</p> <p><i><u>Irish Wolfhound</u></i></p>	<p>1- 1. 6 skill sheets.</p>	<p>1-</p>
<p>2- "To answer the following questions write on the line before each question, "G" for glossary, "D" for dictionary, and "B" for both." <u>G</u> What can be found at the end of a social studies book? <u>D</u> Which uses guide words? <u>B</u> Which one gives definitions for the words listed.</p>	<p>2- 1. Ideal Dictionary Skills Duplicating Worksheet 2764 #1. 2. Ideal Transparency 2769 #1, chart A. 3. 6 skill sheets.</p>	<p>2-</p>

LEVEL XI - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 11-09-03</p> <p>Selects the topic sentence in a paragraph.</p>	<p>3-</p> <p>Underline the topic sentence in the paragraph.</p> <p><u>It was a perfect spring day.</u> The sun was shining. A gentle wind blew the colorful flowers back and forth. The trees were full of singing birds.</p>	<p>3-</p> <p>1. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- Underline the topic sentence in the paragraph.</p> <p><u>It was a perfect spring day.</u> The sun was shining. A gentle wind blew the colorful flowers back and forth. The trees were full of singing birds.</p>	<p>3- 1. 5 skill sheets.</p>	<p>3-</p>

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 12-09-03</p> <p>Given the Dewey Decimal System of classification, writes the name of the area and the Dewey Decimal number for the area.</p>	<p>3- "Here are the ten main headings of the Dewey Decimal System. Write the name of the area and the number of that area in which each of the following books would be found." 100-C99 GENERAL WORDS, books with many subjects in one book, such as encyclopedias. 100-199 PHILOSOPHY, books on how to study, to think, how to behave and why. 200-299 RELIGION, the Bible, religions of all times, myths. 300-399 SOCIAL SCIENCE, books about education, government, ships, trains, holidays, fairytales. 400-499 LANGUAGE, books such as dictionaries,, grammar, and spelling books. 500-599 SCIENCE, books on arithmetic, chemistry, nature study, animals, stars, birds. 600-699 APPLIED SCIENCE, books about inventions, cooking, clothing, food, shelter, safety, shop, how to make things. 700-799 ARTS, RECREATIONS, such as drawing, painting, sculpture, music, games, sports, amusements.</p>	<p>3- 1. Ideal Transparency 2789 #5,6, 7, charts L, M. 2. Ideal Library Skills Duplicating worksheet 2784 # 15, 16. 3. Fordham Publishing Co. <u>Libraries are for Children</u>, worksheet pages 40, 43, 44, 45, 46. 4. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- "Here are the ten main headings of the Dewey Decimal System. Write the name of the area and the number of that area in which each of the following books would be found." 000-099 GENERAL WORDS, books with many subjects in one book, such as encyclopedias.</p> <p>100-199 PHILOSOPHY, books on how to study, to think, how to behave and why.</p> <p>200-299 RELIGION, the Bible, religions of all times, myths.</p> <p>300-399 SOCIAL SCIENCE, books about education, government, ships, trains, holidays, fairytales.</p> <p>400-499 LANGUAGE, books such as dictionaries, grammar, and spelling books.</p> <p>500-599 SCIENCE, books on arithmetic, chemistry, nature study, animals, stars, birds.</p> <p>600-699 APPLIED SCIENCE, books about inventions, cooking, clothing, food, shelter, safety, shop, how to make things.</p> <p>700-799 ARTS, RECREATIONS, such as drawing, painting, picture, music, games, sports, amusements.</p>	<p>3- 1. Ideal Transparency 2789 #5,6, 7, charts L, M. 2. Ideal Library Skills Duplicating worksheet 2784 # 14 15, 16. 3. Fordham Publishing Co. <u>Libraries are for Children</u>, worksheet pages 40, 43, 44, 45, 46. 4. 5 skill sheets.</p>	<p>3- 1. Harper-Row Crossroads, workbook pages 70-71.</p>

LEVEL XII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
	<p>3-</p> <p>800-899 LITERATURE, such as poems, and plays.</p> <p>900-999 HISTORY, books of travel, geography, biography, history of different countries.</p> <p><u>World Almanac</u> <u>000-099 General Works</u></p> <p><u>History of the U.S.</u> <u>900-999 History</u></p> <p><u>How a Jet Flies</u> <u>600-699 Applied Science</u></p> <p><u>American Revolution</u> <u>300-399 Social Science</u></p>	
<p>4-</p> <p>12-09-04</p> <p>Locates bibliographic information concerning specific books by using the card catalog.</p>	<p>4-</p> <div data-bbox="494 903 910 1078" style="border: 1px solid black; padding: 5px;"> <p><u>Discovering Chemistry</u> by Elizabeth Cooper New York: Harcourt Co. 1959</p> </div> <div data-bbox="486 1122 907 1298" style="border: 1px solid black; padding: 5px;"> <p><u>All About the Weather</u> by Ivan Ray Tannehill New York: Random House 1953</p> </div> <p>"Answer each question using the sample catalog cards above."</p>	<p>4-</p> <ol style="list-style-type: none"> 1. Library card catalog charts (Sturgis Displays): 2. <u>Long</u> - filmstrip from card catalog series one - "How the card catalog helps you". 3. 5 skill sheets.

EXAMPLE

INSTRUCTION

SUPPLEMENTAL

3-

800-899 LITERATURE, such as poems, and plays.

900-999 HISTORY, books of travel, geography, biography, history of different countries.

World Almanac 000-099 General Works

History of the U.S. 900-999

How a Jet Flies 600-699 Applied Science

American Revolution 300-399 Social Science

3-

4-

Discovering Chemistry
by
Elizabeth Cooper
New York: Harcourt Co.
1959

All About the Weather
by
Ivan Ray Tannehill
New York: Random House
1953

"Answer each question using the sample catalog cards above."

4-

1. Library card catalog charts (Sturgis Displays):
2. Long - filmstrip from card catalog series one - "How the card catalog helps you".
3. 5 skill sheets.

4-

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LEVEL XII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
	<p>4-</p> <p>1. Who wrote the book about chemistry?</p> <p><u>Elizabeth Cooper</u></p> <p>2. When was Mr. Tannehill's book published?</p> <p><u>1953</u></p>	

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>4-</p> <p>1. Who wrote the book about chemistry?</p> <p><u>Elizabeth Cooper</u></p> <p>2. When was Mr. Tannehill's book published?</p> <p><u>1953</u></p>		<p>4-</p> <p>553</p> <p>551</p>

LEVEL XII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 12-09-05</p> <p>Constructs a title page.</p>	<p>5-</p> <p>"Construct a title page for a book called <u>The Big Gems</u> published in New York in 1963 by Harper and Row Co. and written by Mary A. Jones."</p>	<p>5-</p> <p>1. 4 skill sheets.</p>
<p>6- 12-09-06</p> <p>Constructs a table of contents.</p>	<p>6-</p> <p>"Construct a table of contents using the four main headings, story titles, and authors given below. Give a page number for each story."</p> <p>I. Animal Stories II. Science Stories III. Old Favorites</p> <p>Story titles:</p> <p>A. <u>The Man in the Moon</u> by Karl Lodder B. <u>Bambi</u> by John Salton C. <u>Plants that Eat Animals</u> by Bob Meyer D. <u>Gingerbread Man</u> by Joe Dokes E. <u>Hans Brinker and the Silver Skates</u> by Mary Napes Dodge</p>	<p>6-</p> <p>1. Random House Skilpacer (blue) # 9. 2. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5-</p> <p>"Construct a title page for a book called <u>The Big Gems</u> published in New York in 1963 by Harper and Row Co. and written by Mary A. Jones."</p>	<p>5-</p> <p>1. 4 skill sheets.</p>	<p>5-</p>
<p>6-</p> <p>"Construct a table of contents using the four main headings, story titles, and authors given below. Give a page number for each story."</p> <p>I. Animal Stories</p> <p>II. Science Stories</p> <p>III. Old Favorites</p> <p>Story titles:</p> <p>A. <u>The Man in the Moon</u> by Karl Lodder</p> <p>B. <u>Bambi</u> by John Salton</p> <p>C. <u>Plants that Eat Animals</u> by Bob Meyer</p> <p>D. <u>Gingerbread Man</u> by Joe Dokes</p> <p>E. <u>Hans Brinker and the Silver Skates</u> by Mary Napes Dodge</p>	<p>6-</p> <p>1. Random House Skilpacer (blue) # 9.</p> <p>2. 5 skill sheets.</p>	<p>6-</p>

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 12-09-07</p> <p>Constructs a simple bibliography.</p>	<p>7-</p> <p>"Rewrite the information about the books below into correct bibliographic form, and then number the entries in alphabetical order by writing 1 and 2 before the bibliographic forms. A book called <u>Away Until Tomorrow</u> published in New York in 1960 and written by Sampson E. Rodmann. A book called <u>First Book of Clouds</u> published in Boston in 1954 and written by J. L. Neill."</p> <p>— <u>Rodmann, Sampson E.</u> <u>Away Until Tomorrow.</u> <u>New York, 1960</u></p> <p>— <u>Neill, J. L. First</u> <u>Book of Clouds. Boston,</u> <u>1954.</u></p>	<p>7-</p> <p>1. 5 skill sheets.</p>
<p>8- 12-09-08</p> <p>Selects from a given paragraph the topic sentence and the subordinate sentence.</p>	<p>8-</p> <p>"Draw two lines under the topic sentence and one line under a sub-topic sentence."</p> <p><u>During the growing period</u> <u>it is important that the cane</u> <u>plants get just the right</u> <u>amount of water. The cane</u> <u>fields must have good drainage</u> <u>systems to make sure the</u> <u>plants do not get too much</u> <u>water.</u></p>	<p>8-</p> <p>1. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>7-</p> <p>"Rewrite the information about the books below into correct bibliographic form, and then number the entries in alphabetical order by writing 1 and 2 before the bibliographic forms. A book called <u>Away Until Tomorrow</u> published in New York in 1960 and written by Sampson E. Rodmann. A book called <u>First Book of Clouds</u> published in Boston in 1954 and written by J. L. Neill."</p> <p>_____ <u>Rodmann, Sampson E.</u> <u>Away Until Tomorrow.</u> <u>New York, 1960</u></p> <p>_____ <u>Neill, J. L. First</u> <u>Book of Clouds. Boston,</u> <u>1954.</u></p>	<p>7-</p> <p>1. 5 skill sheets.</p>	<p>7-</p>
<p>8-</p> <p>"Draw two lines under the topic sentence and one line under a sub-topic sentence."</p> <p><u>. During the growing period</u> <u>it is important that the cane</u> <u>plants get just the right</u> <u>amount of water. The cane</u> <u>fields must have good drainage</u> <u>systems to make sure the</u> <u>plants do not get too much</u> <u>water.</u></p>	<p>8-</p> <p>1. 5 skill sheets.</p>	<p>8-</p>

LEVEL XIII - Research Skills

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
<p>1- 13-09-01</p> <p>Uses the index to locate various types of information in a newspaper.</p>	<p>1- "Use 'The Fresno Bee' to answer the following question: In what section and on what pages will you find the sports news?"</p> <p>section <u>B</u> pages <u>2,3</u></p>	<p>1- 1. 5 skill sheets.</p>
<p>2- 13-09-02</p> <p>Constructs a simple outline using one level of indentation for two or three main headings.</p>	<p>2- "Read the article <u>Services of the Red Cross</u>. Finish the following outline."</p> <p>I. Wartime Services A. _____ B. _____</p> <p>II. Peacetime Services A. _____ B. _____ C. _____</p>	<p>2- 1. 7 skill sheets. 2. <u>Scholastic Reaching Forward</u>, Master 4-23.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- "Use 'The Fresno Bee' to answer the following question: In what section and on what pages will you find the sports news?"</p> <p>section <u>B</u> pages <u>2,3</u></p>	<p>1- 1. 5 skill sheets.</p>	<p>1-</p>
<p>2- "Read the article <u>Services of the Red Cross</u>. Finish the following outline."</p> <p>I. Wartime Services A. _____ B. _____</p> <p>II. Peacetime Services A. _____ B. _____ C. _____</p>	<p>2- 1. 7 skill sheets. 2. <u>Scholastic Reaching Forward</u>, Master 4-23.</p>	<p>2-</p>

LEVEL XIII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 13-09-03</p> <p>Writes a one or two page research paper using two reference sources.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Select a topic. 2. Find two sources of information. 3. Read and take notes. 4. Make an outline. 5. Write your paper. 	<p>3-</p> <ol style="list-style-type: none"> 1. Random House Skilpacer (blue) # 10, 11. 2. 8 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <ol style="list-style-type: none">1. Select a topic.2. Find two sources of information.3. Read and take notes.4. Make an outline.5. Write your paper.	<p>3-</p> <ol style="list-style-type: none">1. Random House Skilpacer (blue) # 10, 11.2. 8 skill sheets.	<p>3-</p>

LEVEL XIV - Research Skills

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION				
1- 14-09-01 Constructs an outline which has two levels of indentation.	1- "Read the following paragraphs. Construct an outline using main topics, subtopics, and sub-subtopics." I. A. B. 1. 2. II. A. B. 1.	1- 1. 2 skill sheets. 2. Scholastic <u>Reaching Ahead</u> , master 5-21. 3. Scholastic <u>Reaching Beyond</u> , master 6-20.				
2- 14-09-02 Identifies newspaper articles as to type; such as sports, editorial, entertainment, etc.	2- "Label these four articles as to the type they are. Choose from the following types: sports, entertainment, farm, news, fashion, editorial." <table border="1"><tr><td>article 1</td><td>article 2</td><td>article 3</td><td>article 4</td></tr></table> _____	article 1	article 2	article 3	article 4	2- 1. 5 skill sheets.
article 1	article 2	article 3	article 4			

EXAMPLE	INSTRUCTION	SUPPLEMENTAL								
<p>1- "Read the following paragraphs. Construct an outline using main topics, subtopics, and sub-subtopics."</p> <p>I.</p> <p style="padding-left: 40px;">A.</p> <p style="padding-left: 40px;">B.</p> <p style="padding-left: 80px;">1.</p> <p style="padding-left: 80px;">2.</p> <p>II.</p> <p style="padding-left: 40px;">A.</p> <p style="padding-left: 40px;">B.</p> <p style="padding-left: 80px;">1.</p>	<p>1-</p> <p>1. 2 skill sheets.</p> <p>2. <u>Scholastic Reaching Ahead</u>, master 5-21.</p> <p>3. <u>Scholastic Reaching Beyond</u>, master 6-20.</p>	<p>1-</p>								
<p>2- "Label these four articles as to the type they are. Choose from the following types: sports, entertainment, farm, news, fashion, editorial."</p> <table border="1"><tr><td>article</td><td>article</td><td>article</td><td>article</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table> <p>_____</p>	article	article	article	article	1	2	3	4	<p>2-</p> <p>1. 5 skill sheets.</p>	<p>2-</p>
article	article	article	article							
1	2	3	4							

LEVEL XIV - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 14-09-03</p> <p>Locates the following information about a magazine: editor, editorials, publisher, date of publication, and contents.</p>	<p>3-</p> <p>"Read a magazine and fill in the blanks below."</p> <p>Magazine editor _____</p> <p>Publisher _____</p> <p>Table of contents page _____</p> <p>Date of publication _____</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Library Skills Duplicating Worksheet 2784 #2 2. Ideal Transparency 2789 #9, chart R. 3. 4 skill sheets.
<p>4- 14-09-04</p> <p>Identifies the purpose for using each of these reference sources:</p> <ol style="list-style-type: none"> 1. Readers Guide to Periodical Literature 2. Library Catalog 3. World Almanac 4. Thesaurus 5. atlas 	<p>4-</p> <p>"Write the letter of the best choice from the following list to fill in the blanks."</p> <ol style="list-style-type: none"> A. Readers Guide to Periodical Literature B. thesaurus C. Library Catalog D. atlas E. World Almanac <p>1. Information on 1968 Presidential elections. <u>A</u></p> <p>2. Synonyms and related words. <u>D</u></p> <p>3. Information on Mount Vernon. <u>B</u></p> <p>4. Batting averages for baseball players. <u>C</u></p> <p>5. Map of Ireland. <u>E</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2789 #9, chart R. 2. Ideal Library Skills Duplicating Worksheet 2784 #2 3. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3-</p> <p>"Read a magazine and fill in the blanks below."</p> <p>Magazine editor _____</p> <p>Publisher _____</p> <p>Table of contents page _____</p> <p>Date of publication _____</p>	<p>3-</p> <ol style="list-style-type: none"> 1. Ideal Library Skills Duplicating Worksheet 2784 #24. 2. Ideal Transparency 2789 #9, chart R. 3. 4 skill sheets. 	<p>3-</p>
<p>4-</p> <p>"Write the letter of the best choice from the following list to fill in the blanks."</p> <ol style="list-style-type: none"> A. Readers Guide to Periodical Literature B. thesaurus C. Library Catalog D. atlas E. World Almanac <p>1. Information on 1968 Presidential elections. <u>A</u></p> <p>2. Synonyms and related words. <u>D</u></p> <p>3. Information on Mount Vernon. <u>B</u></p> <p>4. Batting averages for baseball players. <u>C</u></p> <p>5. Map of Ireland. <u>E</u></p>	<p>4-</p> <ol style="list-style-type: none"> 1. Ideal Transparency 2789 #9, chart R. 2. Ideal Library Skills Duplicating Worksheet 2784 #24. 3. 5 skill sheets. 	<p>4-</p>

LEVEL XV - Research Skills

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
<p>1- 15-09-01</p> <p>Uses the dictionary to find abbreviations, signs, symbols, proof-reader's marks, biographical names, pronouncing gazeteer and forms of address.</p>	<p>1- Using Webster's Seventh New Collegiate Dictionary: Define S.E.A.T.O. _____</p> <p>Tell how you would address a mayor: _____</p> <p>Copy the pronunciation of Curacao: _____</p>	<p>1- 1. 6 skill sheets.</p>
<p>2- 15-09-02</p> <p>Compares the function and coverage of specific magazines.</p>	<p>2- Using 3 current news magazines, select topic covered in each. Compare the articles by answering the following questions: 1. Which article covered the subject most completely? _____</p> <p>2. Which article was more scientific? _____</p> <p>3. Which article was more entertaining? _____</p>	<p>2- 1. 4 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- Using Webster's Seventh New Collegiate Dictionary: Define S.E.A.T.O. _____</p> <p>Tell how you would address a mayor: _____</p> <p>Copy the pronunciation of Curacao: _____</p> <p>_____</p>	<p>1- 1. 6 skill sheets.</p>	<p>1-</p>
<p>2- Using 3 current news magazines, select topic covered in each. Compare the articles by answering the following questions:</p> <p>1. Which article covered the subject most completely? _____</p> <p>2. Which article was more scientific? _____</p> <p>3. Which article was more entertaining? _____</p> <p>_____</p>	<p>2- 1. 4 skill sheets.</p>	<p>2-</p>

LEVEL XV - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 15-09-03</p> <p>Locates information in <u>The World Almanac</u> to answer specific questions.</p>	<p>3-</p> <p>"Using the table of contents of a <u>World Almanac</u>, locate information to complete the following statements."</p> <p>The birthdate of President Truman is _____.</p> <p>The ambassador from the U.S. to Spain in 1970, _____.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program, int. IIb, cassettes 6 and 7. 2. 6 skill sheets.
<p>4- 15-09-04</p> <p>Collects and synthesizes information on a specific topic by using <u>The World Almanac</u>, encyclopedias and other reference sources.</p>	<p>4-</p> <p>"Using the <u>World Almanac</u>, encyclopedia, and at least one other reference source, collect and summarize information on the history of baseball."</p>	<p>4-</p> <ol style="list-style-type: none"> 1. 4 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- "Using the table of contents of a <u>World Almanac</u>, locate information to complete the following statements."</p> <p>The birthdate of President Truman is _____.</p> <p>The ambassador from the U.S. to Spain in 1970, _____.</p>	<p>3-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program, int. I Ib, cassettes 6 and 7. 2. 6 skill sheets. 	3-
<p>4- "Using the <u>World Almanac</u>, encyclopedia, and at least one other reference source, collect and summarize information on the history of baseball."</p>	<p>4-</p> <ol style="list-style-type: none"> 1. 4 skill sheets. 	4-

LEVEL XV - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>5- 15-09-05</p> <p>Selects phrases in a given selection that are subordinate to the main idea.</p>	<p>5- "Locate page 10 of <u>The Forest</u> and read "The Forest in Winter." Using the stated main ideas, list the subordinate statements."</p> <p>1. How plants survive: <u>Leaves drop off,</u> <u>preventing loss of</u> <u>water. Forms buds</u> <u>for renewed growth.</u></p>	<p>5- 1. 5 skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>5- "Locate page 10 of <u>The Forest</u> and read "The Forest in Winter." Using the stated main ideas, list the subordinate statements."</p> <p>1. How plants survive: <u>Leaves drop off,</u> <u>preventing loss of</u> <u>water. Forms buds</u> <u>for renewed growth.</u></p>	<p>5- 1. 5 skill sheets.</p>	<p>5-</p>

LEVEL XVI - Research Skills

SKILL OBJECTIVE (8)	EXAMPLE	INSTRUCTION
<p>1- 16-09-01</p> <p>Organizes a given selection according to time sequence.</p>	<p>1-</p> <p>"As you read the article on this page, pay particular attention to the order in which the events happen. Arrange the list of 9 events in correct order using numerals."</p>	<p>1-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program, Int. IIb, cassette 4. 2. Random House Skilpacer (blue) # 5. 3. 5 skill sheets.
<p>2- 16-09-02</p> <p>Takes notes from an oral presentation.</p>	<p>2-</p> <p>"Listen to the tape on 'The California Gold Rush'. Write notes on this page."</p>	<p>2-</p> <ol style="list-style-type: none"> 1. SRA Listening Skills Program, Int. IIb, cassettes 6, 7. 2. 2 tapes coded XVI RS 2. 3. 1 skill sheet.

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EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>1- "As you read the article on this page, pay particular attention to the order in which the events happen. Arrange the list of 9 events in correct order using numerals."</p>	<p>1- 1. SRA Listening Skills Program, Int. Iib, cassette 4. 2. Random House Skilpacer (blue) # 5. 3. 5 skill sheets.</p>	<p>1-</p>
<p>2- "Listen to the tape on 'The California Gold Rush'. Write notes on this page."</p>	<p>2- 1. SRA Listening Skills Program, Int. Iib, cassettes 6, 7. 2. 2 tapes coded XVI RS 2. 3. 1 skill sheet.</p>	<p>2-</p>

LEVEL XVI - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>3- 16-09-03</p> <p>Given informational statements, organizes them sequentially into a paragraph.</p>	<p>3- "Below are some sentences mixed up in such a way that they don't form a logical paragraph. Organize these sentences into a paragraph that will have a certain pattern of thought and will be sequential."</p> <p>3 He knew how long to use a friend and how to get rid of him afterward.</p> <p>1 Santa Anna, was, in some ways, like a modern dictator.</p> <p>2 He was a champion rabble rouser.</p>	<p>3- 1. 4 skill sheets.</p>
<p>4- 16-09 -04</p> <p>Constructs an outline that has three levels of indentation.</p>	<p>4- After reading "Designing and Making Rag Dolls," make an outline with three levels of indentation as follows:</p> <p>I.</p> <p>A.</p> <p>B.</p> <p>1.</p> <p>2.</p> <p>a.</p> <p>b.</p>	<p>4- 1. 6 skill sheets.</p>

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EXAMPLE	INSTRUCTION	SUPPLEMENTAL
<p>3- "Below are some sentences mixed up in such a way that they don't form a logical paragraph. Organize these sentences into a paragraph that will have a certain pattern of thought and will be sequential."</p> <p>3 He knew how long to use a friend and how to get rid of him afterward.</p> <p>1 Santa Anna, was, in some ways, like a modern dictator.</p> <p>2 He was a champion rabble rouser.</p>	<p>3- 1. 4 skill sheets.</p>	<p>3-</p>
<p>4- After reading "Designing and Making Rag Dolls," make an outline with three levels of indentation as follows:</p> <p>I.</p> <p>A.</p> <p>B.</p> <p>1.</p> <p>2.</p> <p>a.</p> <p>b.</p>	<p>4- 1. 6 skill sheets.</p>	<p>4-</p>

LEVEL XVI

SKILL OBJECTIVE	EXAMPLE	INSTRUCTIONAL
<p>5- 16-09-05</p> <p>Writes a research paper using four sources.</p>	<p>5-</p> <p>"After selecting a topic from a given list, the child will make a preliminary outline, select materials for information, take notes, make a final outline, write a rough draft, make footnotes and bibliographic notations, and write a final copy."</p>	<p>5-</p> <p>1. 10 skill sheets.</p>
<p>6- 16-09-06</p> <p>Given information, constructs graphs, tables, and charts.</p>	<p>6-</p> <p>"Draw a circle graph showing your use of time in a given 24 hours."</p>	<p>6-</p> <p>1. 6 skill sheets.</p>

EXAMPLE	INSTRUCTIONAL	SUPPLEMENTAL
<p>5- "After selecting a topic from a given list, the child will make a preliminary outline, select materials for information, take notes, make a final outline, write a rough draft, make footnotes and bibliographic notations, and write a final copy."</p>	<p>5- 1. 10 skill sheets.</p>	<p>5-</p>
<p>6- "Draw a circle graph showing your use of time in a given 24 hours."</p>	<p>6- 1. 6 skill sheets.</p>	<p>6-</p>

LEVEL XVI - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
<p>7- 16-09-07</p> <p>Constructs a map of a school, neighborhood, county, state, or country. Include a key and a scale of miles.</p>		<p>7- 1. 6 skill sheets.</p>
<p>8- 16-09-08</p> <p>Writes a biography using at least three different sources (magazines, books, encyclopedias, Who's Who). (Includes: outline, title page, table of contents, bibliography, foot notes).</p>		<p>8- 1. skill sheets.</p>

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	7- 1. 6 skill sheets.	7-
	8- 1. skill sheets.	8-

FRESNO UNIFIED SCHOOL DISTRICT

**ESEA TITLE I
OFFICE OF STATE AND FEDERAL ACTS**

PROCESS OBJECTIVES AND PROCEDURES

For

Reading - Component

April 1972

FRESNO UNIFIED SCHOOL DISTRICT

E.S.E.A. Title I

Developed by-----

Title I Elementary Reading Resource Teachers

Naomi Arabian	Rich Turney	Donna Preas	Mildred Thatcher
Betty Barnett	Ruth Horn	Joan Preuss	Vera Pettus
Barbara Cutright	Sandra LaCroix	Rachel Randolph	Wanda Willis
Mildred Dresser	Beverly Larrea	Rose Smith	Jackie Christensen

Title I Elementary Principals

Richard Alexander	Robert Hill	Jack Ragsdale
Ruben Barrios	Pumphrey McBride	John Savona
Rutherford Gaston	Ernest Melella	Wayne Snell
Goldia Hensley	Michael Pratt	Jack Stewart

Title I Reading Coordinator- Wanda J. Lister

Other Credits-----

Consultant: Dr. Wilber D. Hawkins

**Suggested Time Line For
Task Implementation and Evaluation Record (Reading)**

School _____ Principal _____

Operational Task

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1. Selection of Resource Teacher			X										
2. Selection of Classroom Teacher	X												
3. Selection of Instructional Aides			X	X	X	X	X	X	X	X	X	X	X
4. Reading Lab Assistant			X										
5. Provide Facilities and Equipment			X										
6. Teacher Inservice			X	X	X	X	X	X	X	X	X	X	X
7. Aide Inservice			X	X	X	X	X	X	X	X	X	X	X
8. Classroom Rdg. Environment				X	X	X	X	X	X	X	X	X	X
9. Student Placement (Rdg. Lev.)				X									
10. Student Diagnosis (Skills)				X									
11. Student Profiling				X	X	X	X	X	X	X	X	X	X
12. Provide Instructional Mat.			X	X	X	X	X	X	X	X	X	X	X
13. Criteria Testing				X	X	X	X	X	X	X	X	X	X
14. Reporting Student Progress				X	X	X	X	X	X	X	X	X	X
15. Monitoring Tchr. Implement -				X	X	X	X	X	X	X	X	X	X
16. Provide Parent Infor.				X	X	X	X	X	X	X	X	X	
17. Report Progress to Parents						X	(X)			X			X
18. Provision for Pleasure Rdg.				X	X	X	X	X	X	X	X	X	X
19. Library Utilization				X	X	X	X	X	X	X	X	X	X
20. Reading Application					X							X	
21. Standardized Testing					X							X	
22. Evaluation of Materials	X	X	X	X	X	X	X	X	X	X	X	X	X

* - School New to Program will begin reporting in October

Task Implementation and Evaluation Record (Reading)

School _____ Principal _____

Operational Task

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1. Selection of Resource Teacher													
2. Selection of Classroom Teacher													
3. Selection of Instructional Aides													
4. Reading Lab Assistant													
5. Provide Facilities and Equipment													
6. Teacher Inservice													
7. Aide Inservice													
8. Classroom Rdg. Environment													
9. Student Placement (Rdg. Lev.)													
10. Student Diagnosis (Skills)													
11. Student Profiling													
12. Provide Instructional Mat.													
13. Criteria Testing													
14. Reporting Student Progress													
15. Monitoring Tchr. Implement													
16. Provide Parent Infor.													
17. Report Progress to Parents													
18. Provision for Pleasure Rdg.													
19. Library Utilization													
20. Reading Application													
21. Standardized Testing													
22. Evaluation of Materials													

Directions



Implemented (Continuing)

Completed

004

GLOSSARY OF TERMS USED IN READING PROGRAM

DEVELOPMENTAL SKILLS SEQUENCE - A series of written performance objectives in order of difficulty designed to teach reading skills.

2. INSTRUCTIONAL READING LEVEL - material which a child can read with teacher guidance - (95% Vocabulary, 75% Comprehension)
3. INDEPENDENT READING LEVEL - material which a child can read and comprehend alone - (99% Vocabulary, 90-100% Comprehension)
4. INDIVIDUALIZED PROGRAM - a program which allows a student to progress through materials at a rate compatible with his ability and learning style.
5. CONTINUOUS PROGRESS - individual progress on a developmental skills sequence.
6. SKILL OBJECTIVE - a statement of a measurable behavior.
7. MASTERY - a demonstrated performance of a skill according to the established mastery criteria.
8. STUDENT PROFILE - a graphic record of a student's skill needs and accomplishments.
9. SKILLS SEQUENCE LEVELS - the sixteen developmental stages of the skills sequence.
10. SKILLS SEQUENCE AREAS - the nine strands of instruction in the skills sequence.
11. DIAGNOSTIC INVENTORY - a test designed to determine the student's instructional level in each reading area.
12. INSTRUCTIONAL UNIT - where the level and the area meet when plotted on a grid.
13. PRETEST - an instrument designed to assess a student's knowledge of objectives within a unit (prior to a unit of instruction).
14. CHECK TEST (C.T.) - an instrument designed to assess a student's knowledge of a single objective (following instruction of that single objective).
15. POST TEST - an instrument designed to assess a student's knowledge of objectives within a unit (following a unit of instruction).
16. CRITERION REFERENCE TEST - see terms 13, 14, & 15.
17. TAPE BOOK - a consumable book on which a student responds to taped instructions geared to reinforce skills presented in the Sullivan Reading Approach.
18. ORAL INVENTORY - an oral test used to determine a child's independent, instructional or frustrational reading level based on graded reading material.
19. CONTINUUM - a developmental list of skills (see skills sequence).
20. FLOW CHART - a class record of individual students' progress on the skills sequence.
- CLASS PROFILE - a graphic record of the instructional placement of a class.

GLOSSARY OF TERMS USED IN READING PROGRAM CON'T:

22. **PRESCRIPTION SHEET** - a form on which the teacher assigns specific tasks a student needs to master on the skills sequence.
23. **CONTRACT** - a written agreement between the teacher and the student for the student to perform a stated task.
24. **LEARNING STATION** - a management technique designed for individual and independent learning via multimedia materials.
25. **NONGRADED ORGANIZATION** - a type of vertical school organization which does not recognize age levels for grouping purposes.
26. **FLIP-FLOP** - an organizational plan for the deployment of staff according to strengths and interests for reading and math instruction.
27. **TEAM TEACHING** - two or more teachers sharing the responsibility for planning and instructing students.
28. **MULTIMEDIA MATERIAL** - many different types of instructional material designed to meet various learning styles.
29. **DECODING SYSTEM** - an instructional method which enables the student to associate the sound relationship to the written symbol.

Select a Resource Teacher
OPERATIONAL TASK

August 15
TASK DEADLINE

TASK OBJECTIVE: #1

A resource teacher shall be selected to implement the reading program.

TASK PROCEDURES:

1. Establish criteria for selection of resource teacher.
2. Write a job description for the reading resource position.
3. Notify personnel office of the opening at the individual school.
4. Personnel Office will advertise within the district for prospective candidates.
5. Personnel Office will submit a list of eligible candidates to the school.
6. The school principal in cooperation with the Personnel Office will establish interview dates and time.
7. Select a screening committee comprised of the school principal, two teachers, three parent representatives and the Reading Program coordinator.
8. Interview qualified applicants and make a priority list of recommended candidates to be submitted to the Personnel Office.
9. Personnel Office will recommend employment of the selected person to the Board of Education.
10. Notification of employment is made to the selectees.

TASK EVALUATION:

1. Check-list to see if established procedures were followed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Principal, teachers, parents, Personnel Office and Reading Program Coordinator.

Selection Criteria #1

Required qualifications:

1. Possess a California teaching credential.
2. Have successful teaching experience preferably in several grade levels.
3. Successful experience in working with teachers, educators, and parents.

Desirable qualifications:

1. Have experience with several different instructional programs.
2. Have a Miller-Unruh credential or will qualify for credential within one year of employment.

JOB DESCRIPTION

Salary - Placement on Regular Teacher's salary schedule + responsibility bonus

1. To be directly responsible to the principal for the implementation of the reading program.
2. To be responsible for assisting the reading coordinator in program development and revisions, which may require absence from home - school site.
3. To attend weekly 3 hour inservice meetings conducted by the reading coordinator. These sessions will be directly related to the school inservice program for which the Reading Resource Teacher will be responsible.
4. To be responsible for assisting in testing and evaluating student's progress.
5. To supervise the prescriptive instruction of students working through the reading lab.
6. To be responsible for the planning of instruction for individual students or with small groups in a teaming situation with classroom teacher.
7. To assist with institutes and workshops during the regular school year.
8. To be responsible to attend those conferences directly related to the professional growth of this position.
9. To be responsible for inservice sessions with parents.
10. To be responsible for purchasing reading materials and reading equipment on the basis of the reading budget.
11. Will serve on interview committee for prospective teachers and aides.
12. Will organize code and manage multimedia materials for teachers', aides', and students' use.

CHECK - LIST #1

Operational Task - Select a Resource Teacher

Evaluation Task - Principal's check-list of operational procedures

	Yes	No
1. Has the criteria for selection been established?	_____	_____
2. Has a job description been written?	_____	_____
3. Has the personnel office been notified of the opening?	_____	_____
4. Has the position been advertised and a list of qualified applicants submitted?	_____	_____
5. Was the interview process carried out by the screening committee and a list of recommended candidates sent to the Personnel Office?	_____	_____
6. Was the number one candidate employed by the Personnel Office for the opening?	_____	_____

Selection of Classroom teachers
OPERATIONAL TASK

June 15
TASK DEADLINE

TASK OBJECTIVE: #2

Classroom teachers will be selected to implement individualized reading program.

TASK PROCEDURES:

1. Establish criteria for selection of teachers.
2. Notify Personnel Office of the opening at the individual school and identify specific job description.
3. Personnel Office will advertise both within the district and outside the district for qualified candidates.
4. Personnel Office will submit a list of qualified candidates to the school for consideration.
5. Personnel Office and building principal will establish interview dates and time.
6. Select a screening committee comprised of the school principal, one teacher, and one resource teacher. District Procedures do not call for parents, but Title I schools will use parents as part of the committee.
7. Interview qualified applicants and submit a list to the Personnel Office, ranking candidates in priority.
8. Personnel Office will recommend employment of the selected person by the Board of Education.
9. Notification of employment is made to the selectee.

TASK EVALUATION:

1. Check-list to see if established procedures were followed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Principal, teacher, resource teacher and parents

SELECTION CRITERIA #2

Required Qualifications:

1. Possess a California teaching credential.

Desirable Qualification:

1. Have previous successful teaching experience.
2. Successful experience in working with minority children and parents.
3. Knowledge of individualized instructional methods and programs.

Check - List #2

Operational Task - Selection of Classroom teachers

Evaluation Task - Principal's check-list of operational procedures.

	Yes	No
1. Has the criteria for the selection been established?	_____	_____
2. Has the Personnel Office been notified of the opening and a job description submitted?	_____	_____
3. Has the position been advertised and a list of qualified applicants submitted?	_____	_____
4. Was the interview process carried out by the screening committee and a list of recommended candidates sent to the Personnel Office?	_____	_____
5. Was the number one candidate employed by the Personnel Office for the opening?	_____	_____

Selection of Instructional Aides
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE: #3

Instructional aides will be selected for each school to assist the teacher in the implementation of the instructional program.

TASK PROCEDURES:

1. Establish criteria for the selection of instructional aides.
2. Write a job description for the instructional aide.
3. Notify Personnel Office of the opening at the individual school.
4. Personnel Office will advertise within the district for prospective candidates.
5. Personnel Office will submit a list of qualified candidates.
6. Personnel Office and principal will schedule interviews.
7. Select a screening committee comprised of the school principal, one teacher, one resource teacher and two representative parents from the community.
8. Interview qualified applicants and make a priority list of recommended candidates to be submitted to the Personnel Office.
9. Personnel Office will recommend employment of the selected person to the Board of Education.
10. Notification of employment is made to the selectee.

TASK EVALUATION:

1. Check-list to see if established procedures were followed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Principal, teachers, resource teacher and parents

SELECTION CRITERIA #3

Required Qualifications:

1. Appearance and mannerisms that will set good examples for the pupils.
2. Ability to read orally with a clear and pleasant voice.
3. A good physical condition (capable of working with active young people).
4. Negative fingerprint report.
5. Negative tuberculosis report.

Desirable Qualifications:

1. U.S Citizenship
2. Completion of the twelfth grade
3. Lives in Title I area

Check-List #3

Operational Task - Selection of instructional aidesEvaluation Task - Principal's check-list of operational procedures.

	Yes	No
1. Has criteria for the position been established?	_____	_____
2. Has the Personnel Office been notified of the opening and a job description submitted:	_____	_____
3. Was the interview process carried out by the screening committee and a list of recommended candidates sent to the Personnel Office?	_____	_____
4. Was the number one candidate employed by the Personnel Office for the opening?	_____	_____

Selection of Reading Lab Assistant
OPERATIONAL TASK

August
TASK DEADLINE

TASK OBJECTIVE: #4

A reading Lab Assistant will be selected for each school to assist the Reading Resource Teacher in the management of the reading lab.

TASK PROCEDURES:

1. Establish criteria for the selection of reading lab assistant.
2. Write a job description for the reading lab assistant.
3. Notify Personnel Office of the opening at the individual school.
4. Personnel Office will advertise within the district for prospective candidates.
5. Personnel Office will submit a list of qualified candidates.
6. Personnel Office and principal will schedule interviews.
7. Select a screening committee comprised of the school principal, one teacher, one resource teacher and two representative parents from the community.
8. Interview qualified applicants and make a priority list of recommended candidates to be submitted to the Personnel Office.
9. Personnel Office will recommend employment of the selected person to the Board of Education.
10. Notification of employment is made to the selectee.

TASK EVALUATION:

1. Check-list to see if established procedures were followed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Principal, teachers, resource teacher and parents

SELECTION CRITERIA #4

Required Qualification

1. Appearance and mannerisms that will set good examples for the pupils.
2. Ability to read orally with a clear and pleasant voice; as well as enunciate sound patterns correctly.
3. A good physical condition (capable of working with active young people).
4. Negative fingerprint report.
5. Negative tuberculosis report.
6. Completion of the twelfth grade.

Desirable Qualification:

1. U.S. Citizenship

JOB DESCRIPTION:

SALARY: placement on Instructional aide salary schedule + responsibility bonus.

1. To be directly responsible to the principal.
2. To be responsible for assisting the reading resource teacher in the management of the lab.
3. To be responsible to assist in ordering, organizing and managing materials.
4. Will assist in the prescriptive instruction of students working in lab.
5. Will supervise the lab in absence of the Reading Resource Teacher.
6. Will have knowledge of typing skills, filing and operating office machines.

Check-List #4

Operational Task - Select a Reading Lab Assistant

Evaluation Task - Principal's check-list of operational procedures

	Yes	No
1. Has the criteria for selection been established?	_____	_____
2. Has a job description been written?	_____	_____
3. Has the personnel office been notified of the opening?	_____	_____
4. Has the position been advertised and a list of qualified applicants submitted?	_____	_____
5. Was the interview process carried out by the screening committee and a list of recommended candidates sent to the Personnel Office?	_____	_____
6. Was the number one candidate employed by the Personnel Office for the opening?	_____	_____

Provide Building Facilities and Equipment
Needed for Reading Program

OPERATIONAL TASK

August

TASK DEADLINE

TASK OBJECTIVE: #5

To determine building and equipment needs in order to implement an Individualized Reading Program

TASK PROCEDURES:

1. Assess building facilities already available

- | | | |
|---|-----|----|
| a. Does plant have separate library building / room | yes | no |
| b. Does plant have Resource center and/or a Reading Lab | yes | no |

2. Develop equipment needs of Reading Program (see attached list)

3. Develop plan for deployment of equipment

- | | | |
|--|-----|----|
| a. Master list accounting of all A.V. equipment at school site | yes | no |
| b. Individual Classroom equipment list | yes | no |
| c. Procedure for equipment repair | yes | no |
| d. Plans for summer storage of equipment | yes | no |
| e. Procedures for utilizing one-of-a-kind pieces of equipment | yes | no |

4. End of year equipment needs assessment. (see attached list)

TASK EVALUATION:

Audit the results obtained from above procedural list to be completed by each teacher

TASK RESPONSIBILITIES:

Administrative _____ Principal _____

Operational _____ Principal, Resource Teacher, Classroom Teacher _____

CHECK LIST OF EQUIPMENT AND FURNITURE NEEDS
(completed by each teacher)

TASK OBJECTIVE #5

To determine schools equipment and furniture needs for Reading Program:

<u>Check List</u>	<u>Quantity Available</u>	<u>Quantity Needed</u>
1. Reel to reel recorder		
2. Cassette players		
3. Cassette recorder		
4. Headsets/adapters		
5. Overhead Proj.		
6. Overhead screen		
7. Individual screen		
8. Filmstrip projector		
9. Motion picture proj.		
10. 8mm loop proj.		
11. Filmstrip viewer		
12. Carrels (lab only)		
13. Portable carrel		
14. Language master		
15. Phonograph		
16. T.V. set		
17. Student desks		
18. Tables (lab only)		
19. Tables		
20. Easels		
21. Typewriter, primary (lab only)		
22. Typewriter, intermediate (lab only)		
23. Shelving (lab only)		
24. Storage bins (lab only)		
25. Paper cutter (lab only)		
26. Collator (lab only)		
27. Electric stapler (lab only)		
28. Dynamo labler (lab only)		
29. Extension cords		
30. Electrical outlets (lab only)		
31. Junction boxes		
32. Three hole punch (lab only)		
33. Other		
34. _____		
35. _____		

TASK OBJECTIVE #5

END OF YEAR ASSESSMENT
(completed by each teacher)

A. Check the degree of equipment utilization:	Daily	Occasionally	Rarely
1. Reel to Reel tape recorder	_____	_____	_____
2. Cassette players	_____	_____	_____
3. Cassette recorder	_____	_____	_____
4. Headsets/adapters	_____	_____	_____
5. Overhead Proj.	_____	_____	_____
6. Overhead screen	_____	_____	_____
7. Individual screen	_____	_____	_____
8. Filmstrip projector	_____	_____	_____
9. Motion picture proj.	_____	_____	_____
10. 8mm loop proj.	_____	_____	_____
11. Filmstrip viewer	_____	_____	_____
12. Carrels (lab only)	_____	_____	_____
13. Portable carrel	_____	_____	_____
14. Language master	_____	_____	_____
15. Phonograph	_____	_____	_____
16. T.V. set	_____	_____	_____
17. Student desks	_____	_____	_____
18. Tables (lab only)	_____	_____	_____
19. Tables	_____	_____	_____
20. Easels	_____	_____	_____
21. Typewriter, primary (lab only)	_____	_____	_____
22. Typewriter, intermediate (lab only)	_____	_____	_____
23. Shelving (lab Only)	_____	_____	_____
24. Storage bins (lab only)	_____	_____	_____
25. Paper cutter (lab only)	_____	_____	_____
26. Collator (lab only)	_____	_____	_____
27. Electric stapler (lab only)	_____	_____	_____
28. Dynamo labler (lab only)	_____	_____	_____
29. Extension cords	_____	_____	_____
30. Electrical outlets (lab only)	_____	_____	_____
31. Junction boxes	_____	_____	_____
32. Three hole punch (lab only)	_____	_____	_____
33. Other	_____	_____	_____

B. List any additional equipment you might need to better implement program.

Provide Inservice Training (reading)
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE: #6

Reading Resource teachers will provide inservice training in methods, utilization of material and management techniques of the program.

TASK PROCEDURES:

1. Assess teacher's background and understanding of the reading program.
2. Initially, group inservice will be provided at each school site for two hours weekly.
3. Resource teacher will provide continuing inservice on individual request or need.
4. On site group inservice will be held whenever necessary for maintenance of program.

TASK EVALUATION:

Teachers will evaluate the inservice program at the end of each semester by completing an evaluation form.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Reading Resource Teacher

FRESNO UNIFIED SCHOOL DISTRICT
CURRICULUM SERVICES CENTER
DEPARTMENT OF COMPENSATORY EDUCATION

NAME _____ DATE _____

In order to comply with the District's Staff Development Objectives (see p.4eee), each teacher is required to complete the following needs assessment. The results of this assessment will be used to compile an inservice calendar for your target school. This needs assessment is divided into five (5) components and is coded as follows:

- 0. General topics
- 1. Reading
- 2. Mathematics
- 3. Brown Studies
- 4. Black Studies

	very familiar	familiar, but needs inservice	not familiar
0.1 District application			
0.2 Federal and State guidelines			
0.3 Process objectives (Reading & Math)			
0.4 Evaluation reports			
0.5 Ordering procedures			
0.5.1 Book Depository			
0.5.2 Library			
0.5.3 Buy outs			
0.6 Five major components of Compensa- tory Education			

FRESNO UNIFIED SCHOOL DISTRICT
CURRICULUM SERVICES CENTER
DEPARTMENT OF COMPENSATORY EDUCATION

TASK OBJECTIVE #6

Teacher is familiar with the following areas of the PRIME Reading Program
(note * materials may not apply to your level or school indicate by marking DOES NOT APPLY)

	Very Familiar	Familiar but need more in-service	Unfamiliar
1.0 Skill Sequence			
1.0.01 The meaning of the acronym PRIME			
1.0.02 Development of the PRIME Program			
1.0.03 Administering the Diagnostic Inventory			
1.0.04 Utilization of pre and post tests			
1.0.05 Profiling diagnostic information			
1.0.06 Use of prescription sheets			
1.0.07 Skills continuum (booklet)			
1.0.08 Pacing			
1.0.09 Grouping			
1.0.10 Classroom Management			
1.1 * Sullivan Programmed Reading Materials			
1.1.01 Use of teachers manuals			
1.1.02 Decoding and incoding			
1.1.03 Pacing			
1.1.04 Word discrimination exercises			
1.1.05 Word lists			
1.1.06 Visual memory techniques			
1.1.07 Oral drill techniques			
1.1.08 Tapebooks			
1.1.09 Prescriptions in tapebooks			
1.1.10 Curriculum embedded tests			
1.1.11 End of Book achievement tests			
1.1.12 Criteria for mastery			
1.1.13 Recycling for non-mastery			
1.1.14 Challenging book placement			
1.1.15 Hardback readers			
1.1.16 Directed reading			
1.1.17 Study Guides			
1.1.18 Classroom management			
1.2 * Harper Row Text			
1.2.01 Teachers manuals			
1.2.02 Placement in series			
1.2.03 PRIME Contracts			
1.2.04 PRIME Conference Cards			
1.2.05 PRIME Unit tests			
1.2.06 End of Book Achievement Tests			
1.2.07 Grouping for directed reading			

	Very Familiar	Familiar but need more in- service	Unfamiliar
1.2.08 Every Pupil Response (EPR) techniques			
1.2.09 Diagnostic techniques for oral reading			
1.2.10 Classroom management			
1.3 * SWRL (ICP) Material			
1.3.01 The meaning of the acronym SWRL			
1.3.02 The meaning of the acronym ICP			
1.3.03 Criterion Exercises			
1.3.04 Criterion Practice Exercises			
1.3.05 Teacher Instructional Kit			
1.3.06 Instructional charts			
1.3.07 Classroom management			
1.4 * BRL Readiness Material			
1.4.01 The meaning of the acronym BRL			
1.4.02 Teachers manuals			
1.4.03 Placement in material			
1.4.04 Span of each Book in series			
1.4.05 Classroom management			
1.5 * McGraw-Hill Readiness Material			
1.5.01 Readiness Tapes and Books			
1.5.02 Teachers manuals			
1.5.03 Puppets			
1.5.04 Games			
1.5.05 Oral Charts			
1.5.06 Writing practice			
1.5.07 Classroom management			
1.6 * Distar Language Material			
1.6.01 Pre Program			
1.6.02 Presentation Books			
1.6.03 Story Book			
1.6.04 Color Book			
1.6.05 Take Homes			
1.6.06 Grouping			
1.6.07 Instructional Signals			
1.6.08 Group Involvement			
1.6.09 Reinforcement			
1.6.10 Reward techniques			
1.6.11 Testing			
1.6.12 Progress recording			
1.6.13 Classroom management			
1.7 * Distar Reading I - II Materials			
1.7.01 Materials and rational			
1.7.02 Time limit			
1.7.03 Starting the material			
1.7.04 Grouping			
1.7.05 Testing			
1.7.06 Pacing			

	Very Familiar	Familiar but need more in- service	Unfamiliar
1.7.07 Presentation of tasks			
1.7.08 Hand Signals (4 basic)			
1.7.09 Symbol action games			
1.7.10 Blending			
1.7.11 Rhyming			
1.7.12 Sounds and Reading Sounds			
1.7.13 Take homes			
1.7.14 Workbooks			
1.7.15 Recycling Book			
1.7.16 Sight Words			
1.7.17 Vowel Conversion			

INSERVICE OBJECTIVE AND EVALUATION

NAME _____ SCHOOL _____

DATE _____ GRADE LEVEL ASSIGNMENT _____

STAFF

_____ Teacher

_____ Aide

_____ Teaching Assistant

TOPIC

_____ Ethnic Studies

_____ Guidance

_____ Math

_____ Reading

_____ Other _____

OBJECTIVE

(see separate sheet)

EVALUATION

- A. The materials presented were: _____ very useful
- _____ useful
- _____ not useful
- B. How was this inservice useful to you? _____
- _____
- C. How might this inservice have been more useful to you? _____
- _____
- D. What topics or materials would be beneficial to you for future inservice meetings? _____
- _____
- _____

Inservice of Instructional Aides
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE: #7

Inservice training will be provided for the instructional aides to assist in reading instruction.

TASK PROCEDURES:

1. Develop a list of required skills needed for aides to assist in the reading program.
2. In September, using the checklist, Resource teacher will assess the abilities of the aides (duplicate to be given to classroom teacher)
3. The resource teacher will formally inservice the aides according to their identified needs.
4. The classroom teachers will informally inservice the aides according to identified needs.

TASK EVALUATION:

1. The classroom teacher, resource teacher, and aide, using the check list, will discuss the progress of the aide and determine inservice deficiencies.
2. The Resource teacher and aide at conclusion of formal inservice will date and initial skills assessment.
3. An Inservice Evaluation Form will be filled out by each aide following formal inservice.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher and Classroom Teacher

TASK OBJECTIVE #7

NAME:	Needs Training	Date Given	Aide's Initials
SKILLS ASSESSMENT			
I Understand the philosophy of the Title I Reading Program.			
II <u>Child Development</u> Understands emotional and mental development of age student he/she works with.			
III <u>Cultural Background Information</u> Understands the culture pattern of minority students he/she works with.			
IV <u>A-V Equipment</u> Can use the following:			
a. phonograph with plug in for earphones			
b. cassette player & recorder			
c. reel-to-reel tape recorder			
d. headsets			
e. viewlex			
f. language master			
g. filmstrip projector			
h. projector screen			
i. overhead projector			
V <u>Office Equipment</u> Can use the following:			
1. Thermofax machine (Optional)			
2. Ditto machine			
VI <u>Copy Work</u>			
1. Can write neatly in manuscript			
2. Can write neatly in cursive			
VII <u>Reading Skills Sequence</u>			
1. Can check pretests, post tests, and check tests from keys			
2. Can record pre, post and check test on student's individual prescription sheet.			
3. Can make a grouping chart from pretests			
4. Can find needed skill sheets in the resource room			

TASK OBJECTIVE #7

VII con't

	Needs Training	Date Given	Aide's Initials
5. Can locate specific skill objective in the Sequence binder			
6. Can locate and check out the following:			
a. transparencies			
b. Talking Alphabet lessons			
c. Ideal Tape lessons			
d. Minisystem Tape lessons			
1. EDL			
2. Audio Progress Tapes			
3. SRA Listening Skills			
e. Other			
7. Can record on student Profile			
8. Understands Flow Chart			
<hr/>			
VIII <u>Sullivan Reading Approach</u>			
1. Has background information on Sullivan Reading			
2. Can check student's Sullivan reading prescription			
3. Can give and record unit tests and oral tests			
4. Can check end of book test and record score on white card			
5. Can use teacher's guide for teaching small group reading lessons (small paper back readers)			
6. Understands use of study guides and can check follow up activities			
<hr/>			
IX <u>Harper Row Reading Approach</u>			
1. Has background information on Harper Row Reading Program			
2. Can help students follow contracts			
3. Know purpose of conference cards			
4. Can check and record unit tests			
5. Can check and record achievement score on permanent record			
<hr/>			
X <u>Learning Stations</u>			
1. Has background information on purpose of centers			
2. Understands how to use chart for scheduling groups to their center			
3. Can make task cards for learning stations			
4. Know how to set up materials at the following types of centers			
a. game center			
b. listening center			
1. sights and sounds			
2. Bomar			
3. D.C. Heath			
4. H.R. Creative Reading			

TASK OBJECTIVE #7

X con't

	Needs Training	Date Given	Aide's Initials
c. viewing center			
d. Library center			
e. creative writing			
5. Understands working with small group			
a. oral reading			
b. vocabulary development			
c. skills activities			
XI Trade Book Approach			
1. Selected Reading			
2. Directed Reading			

XII Other

INSERVICE OBJECTIVE AND EVALUATION

NAME _____ SCHOOL _____

DATE _____ GRADE LEVEL ASSIGNMENT _____

STAFFTOPIC

_____ Teacher

_____ Ethnic Studies

_____ Aide

_____ Guidance

_____ Teaching Assistant

_____ Math

_____ Reading

_____ Other _____

OBJECTIVE

(see separate sheet)

EVALUATION

- A. The materials presented were: _____ very useful
 _____ useful
 _____ not useful

B. How was this inservice useful to you? _____

C. How might this inservice have been more useful to you? _____

D. What topics or materials would be beneficial to you for future inservice meetings? _____

Environment for Reading
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE #8

The classroom teacher will provide a physical classroom environment conducive to student learning and enjoyment of reading.

TASK PROCEDURES:

1. Develop a checklist of facilities needed to provide a desirable classroom environment.
2. The classroom teacher will use the check list to assess actual facilities and determine what is needed.
3. Based on identified needs, materials and facilities will be provided for the teacher.
4. The teacher will arrange facilities and materials conducive to students learning and enjoyment of reading.

TASK EVALUATION:

1. Using the check-list, the teacher will determine whether the above task procedures have been accomplished.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Classroom teacher

TASK OBJECTIVE #8**CHECKLIST FOR TASK PROCEDURE #1**

1. Materials are easily accessible to the teacher and to students.
2. A.V. equipment placed near electrical outlets.
3. An area for small group instruction.
4. Separation of study areas from activity areas.
5. An area for children to take pre and post tests away from interference or help from other students.
6. Traffic patterns arranged so that students move freely without disturbing other students.
7. Student desks placed so that they can be clustered for group work or arranged singly for individual work.
8. Materials and equipment deployed in a safe manner.
9. Bulletin boards reflect the reading activities of the classroom.
10. Learning centers utilize multimedia approach.
11. Learning centers arranged so that students have some choice on which center to use.

Placement of Transfer Students in Reading Series

OPERATIONAL TASK

Within first week of entry

TASK DEADLINE

TASK OBJECTIVE #9

Within the first week of entry each transfer student will be placed at his instructional level in the reading series used.

TASK PROCEDURES:

1. Evaluate previous reading records (i.e. criterion tests and available standardized test data).
2. Give oral inventory test for reading series used.
3. Assign book for appropriate instructional level.

TASK EVALUATION:

1. Determine the number of students who have been re-assigned after initial placement was made. (consult reading progress)
2. Observe students functioning in the classroom, library and reading lab.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource teacher and teachers

Diagnosis and PlacementOPERATIONAL TASKOne week after entry into programTASK DEADLINETASK OBJECTIVE #10

Within one week after entry into program, each transfer student will be diagnosed and placed on the skills sequence.

TASK PROCEDURES:

1. Give D.I. (Diagnostic Inventory) according to reading level.
2. Score each skill area of D.I. individually (using 85 - 100% mastery criterion).
3. Test each skill area until an instructional level is attained. Below 25% test down a level. 85% or above indicates mastery; test up a level.
4. Record final placement results on student profile.
5. Administer pre-test for first skill unit requiring instruction (lowest unit on profile).

TASK EVALUATION:

1. Review completed individual profiles to determine if diagnosis and placement has been completed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource and classroom teacher

Prepare and utilize student profile
OPERATIONAL TASK

Continuous
TASK DEADLINE

TASK OBJECTIVE #11

Prepare and maintain a student profile denoting developmental skill mastery progress for each child.

TASK PROCEDURES.

1. Use student profile data to locate first instructional unit.
2. Plan first unit of instruction (lowest unit indicated by the diagnostic inventory).
 - a. Pretest the objectives of the first unit. (to determine specific objectives needed).
 - b. Prepare prescription sheet for instructing the first identified objective needed within the unit.
 - c. Administer check test to determine mastery of skill objective.
 - d. Proceed to the next skill objective needing instruction within the unit.
 - e. Administer post test for entire unit.
 - f. Record post test results on prescription sheet.
3. Record post test mastery on student profile.
4. Administer the next unit pretest as indicated on the student profile.

TASK EVALUATION.

1. Randomly select from each classroom individual students' profiles to determine whether they have been prepared and maintained.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource teacher and Classroom teacher

Provide Instructional Materials
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE #12

Essential multimedia instructional materials will be available so that the classroom teacher can prescribe to meet individual identified needs.

TASK PROCEDURES:

1. Multimedia material coded to each behavioral objective will be listed in the skills sequence.
2. Teacher chooses materials to meet a student's individual needs.
3. Establish procedures for securing materials from resource room.

TASK EVALUATION:

1. Using a checklist (see next page) of essential materials, teachers will indicate the degree of availability.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Reading Resource Teacher

TASK OBJECTIVE #12

Check List - Essential Materials

	YES	NO
1. Diagnostic inventory	_____	_____
2. Pretests	_____	_____
3. Check tests	_____	_____
4. Post tests	_____	_____
5. Tapes	_____	_____
6. Tape books	_____	_____
7. Skill sheets	_____	_____
8. Transparencies	_____	_____
9. Film strips	_____	_____
10. Visuals	_____	_____
11. Skill games	_____	_____
12. Records	_____	_____
13. Record/tape book sets	_____	_____
14. Word cards	_____	_____
15. SRA kits	_____	_____
16. Sullivan materials	_____	_____
17. Basic text	_____	_____
18. Workbooks	_____	_____
19. Trade books	_____	_____

Report Student Mastery of Skill Objectives
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE: #13

A criterion referenced test (post test) will be administered to the individual student at the completion of each unit, a resulting score of at least 85% on each objective will be required for mastery.

TASK PROCEDURES:

1. Teacher will order appropriate test materials from the school's reading resource room.
2. Teacher will provide proper setting and time for testing.
3. Administer test.
4. Correct test and determine percentages scored.
5. Record results on student's prescription sheet and student profile.

TASK EVALUATION:

1. Criterion tests will be monitored by the Reading Resource Teacher.

TASK RESPONSIBILITIES:

Administrative Reading Resource Teacher

Operational Classroom Teacher and Instructional Aide

Report Student Progress
OPERATIONAL TASK

Continuous
TASK DEADLINE

TASK OBJECTIVE #14

Individual student progress will be reported at least every four teaching weeks by collection of each class flow chart by the Reading Resource Teacher.

TASK PROCEDURE:

1. Develop a class flow chart form to be used by classroom teacher.
2. Inservice teachers on how to use the class flow chart.
 - a. Plot students diagnosed placement (level, unit, objective).
 - b. Continuous progress plotting will occur every three weeks.
 - c. Discrepancies will be noted by the Reading Resource Teacher.
 - d. Appropriate follow up will be carried out by the Resource Teacher and classroom teacher.

TASK EVALUATION:

1. Reading Resource Teacher will check the flow chart form at each collection date to evaluate student progress.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher - Teacher

FRESNO UNIFIED SCHOOL DISTRICT
ESEA TITLE I

35.

TEACHER _____

PRIME READING CLASS FLOW CHART

ROOM _____

DATE	Initial Placement	# of Obj Mastered	Present Placement	# of Obj Mastered	Present Placement	# of Obj Mastered	Present Placement	# of Obj Mastered
NAME								
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								

Monitor Program - Implementation
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVES #15

Establish a procedure for monitoring the teacher implementation, utilization of materials and management techniques in each classroom.

TASK PROCEDURES:

1. Develop an observation check list of indicators to point out discrepancies.
2. Discuss with each teacher a check list of indicators on the extent of implementation (at least twice a year).
3. Collect and assess class flow chart and class profile every four weeks.
4. Review student's Sullivan Prescription Sheet as each student proceeds through the reading lab.

TASK EVALUATION:

1. Evaluate data collected and note discrepancies.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher and Principal

OBJECTIVE #15

TASK PROCEDURE #2

TEACHER OBSERVATION CHECKLIST (Reading)

Observer _____ Date _____ Visit (#1 or 2) _____

School _____ Teacher _____

Statements	Degree of Implementation
<ol style="list-style-type: none"> 1. Learning centers with a learning skill in evidence. (This could be on individual student) 2. Children have opportunity to work in small groups or individually on different activities 3. There should be evidence of a teacher instruction center. 4. The instructional aide is performing under the direction of the teacher in activities directly related to the reading program. 5. Each child has a student profile 6. Each child should have individual prescription sheet, or plotted on a grouping chart. 7. There should be evidence that a multimedia approach is being used. 8. Individual student profiles should be easily accessible. 9. Individual student profiles are up to date. 10. Children should be moving to the lab or library according to prescription. 11. Student should be able to explain what they are doing at any given time. 12. There should be evidence that pleasure reading is an activity in the classroom. 	
Comments: _____	

Provide information to Parents
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE #16

All parents will possess an understanding of the reading program as it relates to their children/

TASK PROCEDURES:

1. Hold inservice sessions for parents. Send written invitations.
2. Request time on the agenda of some parent meetings to explain and discuss the reading program.
3. Prepare classroom displays of material used in the reading program. Example: "Back to School Night".
4. At the end of the first and second reporting periods, explain the reading records kept on the children at a parent conference.
5. Meet with parents to demonstrate program and allow parents to utilize reading materials used by the children.

TASK EVALUATION:

1. Parent Attendance-meetings, conferences, home visitations.
2. Parent Feedback. (via evaluation form)

TASK RESPONSIBILITIES:

Administrative Principal

Operational Classroom Teacher, Reading Resource Teacher

PARENT QUESTIONNAIRE
TITLE I
READING PROGRAM

During the past school year, your child was involved in a special reading program. Our school would like to know how well you understand the reading program. Feel free to make any comments.

I. Parent Meetings and Conferences

1. I have attended parent meetings and/or conferences.

Yes _____ NO _____

2. I received notice of the parent meetings or conferences.

Yes _____ NO _____

3. The meetings and conferences which I attended helped me to better understand the school's reading program.

Yes _____ NO _____

4. As a direct result of these meetings and/or conferences, I became more involved in my child's progress and in the school's activities.

Yes _____ NO _____

II. My Relationship to the Program

1. My child is in grade.

Kindg. _____ 2 _____ 4 _____ 6 _____
1 _____ 3 _____ 5 _____

2. I have visited my child's classroom for conferences and other

Yes _____ NO _____

3. I like individualized learning

Yes _____ NO _____

4. I understand why my child is given frequent skills tests.

Yes _____ NO _____

5. I like the Sullivan Program

Yes _____ NO _____

6. I like the reading skills Sequence Program.

Yes _____ NO _____

Parent Questionnaire con't:

7. Things I would like to see changed in the program are:

8. Things I would like to see kept in the program are:

9. The reading program my child was in this year helped him to become a better reader.

Yes _____ NO _____

10. I like the program and what it has done for my child this year.

Yes _____ NO _____

Report Student Progress to Parents
OPERATIONAL TASK

At least Three Times a Year
TASK DEADLINE

TASK OBJECTIVE #17

Individual student's progress will be reported to parents at least three times a year.

TASK PROCEDURES:

1. Provide inservice on conferencing techniques and report card preparation.
2. A system of scheduling conference appointments will be established.
3. Secure student data on basis of established criteria.
 - a. standardized test data - Spring and Fall
 - b. present progress on the skills sequence
 - c. social behavior
 - d. report card
 - e. present reading approach and level
4. Three reporting periods will be scheduled at twelve week intervals with the parent conference as an integral part of the first and second periods.
5. Special conferences may be initiated by parent or teacher.
6. Arranged classroom observations for individual parents.

TASK EVALUATION:

1. Teacher keeps a list of conferences completed and an evaluation of the conferences by the teacher.
2. Principal will monitor conference forms and report cards before the end of the reporting period on a sampling basis.
3. Parents will complete a parent-teacher conference evaluation form and return it to the school.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Classroom Teachers and Principal

	Very Helpful	Helpful	Not Helpful
1. Did you understand the growth made by your child in reading?			
2. Do you understand your child's strengths and weaknesses in reading?			
3. Do you know what <u>we</u> are asking from you in order to improve your child's reading?			
4. Do you understand what our expectations are for your child in reading?			

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Provide for Pleasure Reading
OPERATIONAL TASK

Continuous
TASK DEADLINE

TASK OBJECTIVE #18

Each student will be allowed time each week for pleasure reading.

TASK PROCEDURES:

1. Assess materials, books, facilities and personnel available.
2. Determine reading materials needed to provide a wide variety of reading experiences which are of high interest to children.
3. Schedule time for student utilization of materials.
4. Provide opportunity for student who wants to report on materials read.
 - a. tape recording
 - b. sharing with others
 - c. drawing picture stories
 - d. select music that fits the story
 - e. student keep a personal diary of books read
 - f. oral reports
 - g. other activity

TASK EVALUATION:

1. Teacher will observe how each student is utilizing time for pleasure reading.
2. Observation of student diary or other recording books the student has read.

TASK RESPONSIBILITIES:

Administrative _____ Principal _____

Operational _____ Classroom teacher, Resource teacher, and Librarian _____

**Integrating library services into
prescriptive reading program**
OPERATIONAL TASK

Opening of School
TASK DEADLINE

TASK OBJECTIVE #19

The library will function as a learning station for individualized prescriptive instruction.

TASK PROCEDURES:

A. Credentialed Librarian

1. Assess existing library materials and equipment and indicate what is needed on a check-list.
2. Provide necessary material for teaching skills listed in the Research skills area of the skill sequence.
3. Establish a schedule for programming students into the library.
4. Inservice teachers on utilization of library learning stations.

B. Library Clerk

1. Assess existing library materials and equipment and indicate what is needed on a check-list.
2. Provide necessary material for teaching skills listed in the Research area of skill sequence.
3. Establish a schedule for programming students into library.

TASK EVALUATION:

Librarian will complete a monthly survey on utilization of library services.

TASK RESPONSIBILITIES:

Administrative: Principal

Operational: Resource Teacher, Librarian

TASK OBJECTIVE # 19

LIBRARY ASSESSMENT FOR LEARNING STATIONS

Does the Library have:

Yes

No

1. A program for teaching library skills

2. Facilities for individual learning skills

3. Schedule to program students into prescriptive stations

4. Inservice for teachers (and librarian) on utilisation
of library

TASK OBJECTIVE: # 19

MONTHLY ACCOUNTING OF CLASSROOM LIBRARY UTILIZATION

[illegible]

Pupils Apply Reading Skills in Other
Disciplines

OPERATIONAL TASK

May

TASK DEADLINE

TASK OBJECTIVE #20

Pupils will demonstrate their increased ability to use reading skills in content areas of Math, Social Science, Science, and Health.

TASK PROCEDURES:

1. Using a check-list all teachers will assess students ability to read Math, Social Studies, Science and Health materials in October.
2. The same check-list will be used to assess students in May.

TASK EVALUATION:

Results of the check-list will determine student's increased ability to apply reading skills in content area.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Classroom teachers

TASK OBJECTIVE: #20

CHECK LIST FOR CONTENT AREA READING

Student Name

Reading level

Student demonstrates ability to read on his diagnosed reading level in the areas of:

	October level	May level
Mathematics	_____	_____
Social Studies	_____	_____
Health	_____	_____
Science	_____	_____
Language Arts	_____	_____

Teachers Signature

Evaluate Individual Pupils Growth with
Standardized Instruments
OPERATIONAL TASK

May
TASK DEADLINE

TASK OBJECTIVE #21

Evaluate each student's annual progress in reading on state mandated test.

TASK PROCEDURES:

1. Administer pretest to all students in October
2. Administer post test to all students in May.
3. Compare results from pre to post testing.
4. Plot growth of each student on prepared form.

TASK EVALUATION:

Utilize the results plotted to determine annual growth.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher and Classroom Teacher

TASK OBJECTIVE #21

Test _____

Room _____

Teacher _____

PUPIL	LAST MAY G.E.	FALL SCORE G.E.	SPRING SCORE G.E.	GROWTH IN MONTHS
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				

Evaluation of Instructional Material
OPERATIONAL TASK

Continuous
TASK DEADLINE

TASK OBJECTIVE #22

Identify weaknesses and strengths of instructional materials used in the reading program to determine if materials are related to student learning.

TASK PROCEDURES:

1. Classroom teachers in utilizing a specific piece of instructional material will note any weakness in the material and forward a sample to the Reading Resource Teacher.
2. The Reading Resource Teacher will maintain an on going file of these criticized samples.
3. The Reading Coordinator and Reading Resource Teachers will review these materials and revise same annually.

TASK EVALUATION:

On the basis of identified needs revisions will be made. Revised materials will be ready and available for the ensuing school year.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher, Classroom Teacher and Reading Coordinator

TASK OBJECTIVE # 22

**Placement of Transfer Students;
Placement of Regular Students for
Following September**
OPERATIONAL TASK

Continuing; and June
TASK DEADLINE

Within the first week of entry each transfer student will be placed at his instructional level from the student transfer data sent from the former school.

All student data (profiles, contracts, etc.) will be collected at the end of the year and filed for use for next year teachers.

TASK PROCEDURES:

1. The office will keep a list posted on a bulletin board of all transfer students, incoming and outgoing. (Checklist #1)
2. Transfer Student Data (using checklist #2) will be submitted by the classroom teacher to the curriculum resource teacher within 1 day after a student transfers to a new school.
3. If a school not using PRIME reading materials requests information, a correlation chart - checklist will be sent. (checklist #3)
4. The curriculum resource teacher will maintain a file in the Resource Room of all transfer records until they are called for by the new school.
5. On the day a transfer student enters, the curriculum resource teacher will call the transfer school to request his student data.
6. Data for all students (profiles, contracts, test results, etc.) will be sent by the classroom teacher to the curriculum resource teacher at the end of the year. (Use checklist #4 to indicate material to be placed in each student's folder.)
7. The curriculum resource teacher will maintain a file of all student data over the summer. These will be filed by class list as made out by the administrator in June. (checklist #5)

TASK EVALUATION:

1. A file of Student Transfer Data is maintained in the Resource Room until requested by another school.
2. A file of Student Data Folder is kept in the Reading Resource Room over the summer. These are filed according to class list as made out in June.

TASK RESPONSIBILITY:

Administrative Principal

Operational Classroom and Resource Teachers

CHECKLIST #2
OBJECTIVE #24

TRANSFER STUDENT DATA
**(to be included with
 records sent with student)**

STUDENT _____ **GRADE** _____ **ROOM** _____

TEACHER _____ **SCHOOL** _____

When a student transfers out the classroom teacher should send that student's folder(s) to the curriculum resource teacher within 3 days after he leaves.

When a student enters from another Title I school the receiving school resource teacher should call the sending school to request the records.

The following items are included in the student's folder:

___ **SWRL, Lesson** _____

___ **Distar, Lessons** _____

___ **P.O.I.N.T. profile** _____

___ **PRIME Reading Profile** _____

___ **Reading Prescription** _____

___ **Sullivan Tape Book** _____

___ **Sullivan Response Book** _____

___ **Sullivan Rdg Record Card** _____

___ **Harper Row Contract** _____

___ **Harper Row Answer Booklet** _____

___ **Harper Row Rdg Record Card** _____

___ **Spelling Contract** _____

___ **Speller (if consumable)** _____

___ **Language Records** _____

___ **IPI Reading Skill Profile** _____

___ **IPI Trade Book Profile** _____

___ **IPI Spelling Profile** _____

___ **District Rdg Record Card** _____

___ **Other material:** _____

CHECKLIST #3
OBJECTIVE #24

TRANSFER STUDENT DATA
(for schools not using
PRIME Reading)

STUDENT: _____ GRADE _____ ROOM _____

TEACHER _____ SCHOOL _____

The items checked below indicate materials used at our school.
The levels have also been shown.

____ SWRL, Lesson _____
____ Distar Language, Lessons _____
____ P.O.I.N.T. Profile _____

____ Sullivan Book _____
____ Sullivan Reading Record Card _____

CORRELATION CHART FOR:
HARPER ROW SULLIVAN

Readiness	BRL
Pre Primer	Primer & Bk 1
Primer	Bks 2-4
1st Rdr	Bks 5-7
2nd Rdr (1)	Bks 8-11
2nd Rdr (2)	Bks 12-14
3rd Rdr (1)	Bks 15-17
3rd Rdr (2)	Bks 18-21

____ Harper Row Contract, Book _____, page _____
____ Harper Row Answer Booklet _____
____ Harper Row Reading Record Card _____

____ Speller, if consumable, level _____, unit _____

____ District Reading Record Card _____

____ Other material: _____

CHECKLIST #4
OBJECTIVE #24

STUDENT DATA CHECKLIST (one per teacher)

TEACHER _____ **ROOM** _____ **GRADE** _____

DATE: June _____

Using the checklist below, please turn in a folder for each student containing the checked items:

- _____ SWRL Record
- _____ Distar Record
- _____ POINT Profile
- _____ PRIME Rdg. Profile
- _____ PRIME Rdg. Prescription Sheet and Pretest for last area
- _____ Sullivan Tape Book, if incomplete
- _____ Sullivan Response Book, if incomplete
- _____ Sullivan Rdg Record Card
- _____ Harper Row Contract
- _____ Harper Row Answer Booklet, if incomplete
- _____ Harper Row Rdg Record Card
- _____ Spelling Contract
- _____ Speller, if incomplete
- _____ Language Record Card
- _____ Words in Color Profile
- _____ IPI Rdg Skill Profile
- _____ IPI Trade Book Profile
- _____ IPI Spelling Profile
- _____ District Reading Record Card
- _____ Other Material _____

_____ Any CTBS or COOP test data